



# **HISTORY GRADE 12 CASS PORTFOLIO**

**2008**

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## **1. AN ASSESSMENT FRAME TO GUIDE HISTORY CASS IN GRADE 12**

**The following text is extracted from the Subject Assessment Guidelines developed at the National level and provides the framework from which CASS activities are developed.**

History is a process of enquiry into past events leading to the writing of history. History trains learners to identify and extract relevant information from authentic historical sources, analyse and organise that information, understand various points of view and interpretations in history, synthesise information and present and defend an argument based on the information gained during the process of enquiry.

Learners will be guided to think independently without jumping to unsupported conclusions. Confidence in their own judgment will be nurtured and learners will have the ability to defend an adopted position. By its very nature, History teaches young people the critical skills and thought processes crucial to becoming responsible citizens in a democracy. Content plays an extremely important role in History and in the National Curriculum Statement it is the context for the Learning Outcomes and Assessment Standards.

In the National Curriculum Statement, assessment activities will be derived from the Learning Outcomes and Assessment Standards and the content will provide the context for assessment. Planning will begin with the allocation of content.

Learning Outcomes 1 – 3 are core to the enquiry, knowledge construction and communication process in History. Aspects of these three Learning Outcomes will be used in all work done in the History classroom.

Learning Outcome 1 focuses on core investigation, Learning Outcome 2 indicates the kinds of questions we need to ask about the past as it deals with concepts and power relations and interpretation and Learning Outcome 3 is about knowledge construction and effective communication of knowledge.

However, not all of the Assessment Standards in these three Learning Outcomes are suited to pen-and-paper assessment, so 'core' Assessment Standards will be identified for external assessment at the end of Grade 12 and final assessment in Grades 10 and 11.

Learning Outcome 4, Heritage, provides scope for practical investigations of heritage in all communities and situations. This forms a significant part

of the internal Programme of Assessment, particularly in Grades 10 and 11. The Assessment Standards of Learning Outcomes 1 – 3 will be used together with Learning Outcome 4 in the assessment tasks relating to heritage.

**National Curriculum Statement Grades 10-12 (General),  
Subject Assessment Guidelines, History, January 2007,  
Department of Education**

## 2. GRADE 12 PROGRAMME OF ASSESSMENT FOR HISTORY

In Grade 12, the Programme of Assessment consists of tasks undertaken during the school year and counts 25% of the final Grade 12 mark. The other 75% is made up of externally set assessment tasks. The learner CASS portfolio is concerned with the 25% internal assessment of tasks.

## 3. NUMBER AND FORMS OF ASSESSMENT REQUIRED FOR THE PROGRAMME OF ASSESSMENT (CASS) FOR HISTORY GRADE 12

The Programme of Assessment for History comprises seven tasks which are internally assessed. The following table presents the annual assessment plan for Grade 12.

**TABLE 1: THE GRADE 12 ANNUAL ASSESSMENT PLAN**

TERM 1	TERM 2	TERM 3	TERM 4
3 tasks	2 tasks	2 tasks	
<ul style="list-style-type: none"> <li>• Source-based and extended writing under controlled conditions</li> <li>• Heritage investigation (uncontrolled – following from grade 11)</li> <li>• Test under controlled conditions</li> </ul>	<ul style="list-style-type: none"> <li>• Either an Enrichment assignment <b>or</b> Oral history investigation within a research context <b>or</b> a Research assignment</li> </ul> <p><b>Instead of these three uncontrolled tasks,</b> the learner should have the option of answering a <b>second</b> Source-based and extended writing task under controlled conditions.</p> <ul style="list-style-type: none"> <li>• Midyear examination</li> </ul>	<ul style="list-style-type: none"> <li>• Test under controlled conditions</li> <li>• Trial examination</li> </ul>	<ul style="list-style-type: none"> <li>• Final external examination</li> </ul>
25% of total year mark = 100 marks			75% of total year mark = 300 marks

From the table it is clear that the Programme of Assessment for History in Grade 12 comprises seven tasks which are internally assessed. Of the seven tasks, two are examinations and two are tests. The remaining three tasks comprise

- A Heritage Investigation task – follow up from Grade 11 (Uncontrolled)
- At least one source based and extended writing task (Controlled conditions)
- Either an Enrichment assignment **or** Oral history investigation within a research context **or** Research assignment. **Instead of choosing from the three uncontrolled tasks**, the learner should have the option of answering a **second** source-based and extended writing task under controlled conditions.

The following table illustrates and enhances this understanding further.

**TABLE 2: THE SEVEN ASSESSMENT TASKS**

<b>PROGRAMME OF ASSESSMENT</b>			
<b>REQUIREMENTS</b>	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>
Two (2) tests written under controlled conditions Both = at least 75 marks (Both tests must include source- based and extended writing questions)	1		1
One investigation into heritage (Compulsory) In Grade 12 learners continue with the assignment started in Grade 11. They will need to add a theoretical section dealing with the ideologies and debates around heritage, comparing the differences between memorials in different knowledge systems, and if appropriate, archaeology's contribution. At least 75 marks.	1		
Oral history investigation <b>or</b> Enrichment assignment set within a research context (i.e. the context of the period reflected in a series of interviews) <b>or</b> Research assignment, <b>OR</b> instead of this choice, the learner should have the option of answering a <b>second</b> source-based and extended writing task under controlled conditions		1	
Source-based and extended writing tasks in controlled conditions.	1		
<b>MID-YEAR AND TRIAL EXAMINATIONS</b>		1	1

The weightings of the assessment tasks for Grade 12 follows:

**TABLE 3: THE WEIGHTINGS OF THE ASSESSMENT TASKS**

<b>ASSESSMENT ACTIVITY</b>	<b>MARK</b>	<b>REDUCED MARK</b>
Midyear: 300 reduced to ...	<b>300</b>	<b>10</b>
Trial examination : 300 reduced to...	<b>300</b>	<b>10</b>
Two standardised tests in controlled conditions reduced to at least 75 marks per test	<b>150</b>	<b>20</b>
Heritage investigation (continued from Grade 11) reduced to ...	<b>75</b>	<b>30</b>
Enrichment assignment <b>or</b> oral history investigation <b>or</b> research assignment <b>OR</b> instead of the three tasks, a source-based and extended writing task reduced to ...	<b>50</b>	<b>15</b>
Source-based and extended writing task	<b>50</b>	<b>15</b>

#### **4. REPORTING AND RECORDING ON THE PROGRAMME OF ASSESSMENT (CASS)**

The marks achieved in each assessment task in the formal Programme of Assessment must be recorded and included in formal reports to parents and School Management Teams. These marks will be submitted as the internal continuous assessment mark.

**NB!** As per NPPRR, we record in marks, but we report in percentages.

The Programme of Assessment should be recorded in the teacher's portfolio of assessment. The following should be included in the teacher's portfolio:

- a contents page;
- the formal Programme of Assessment;
- the requirements of each of the assessment tasks;
- the tools used for assessment for each task; and
- record sheets for each class.

Teachers must report regularly and timeously to learners and parents on the progress of learners. Schools will determine the reporting mechanism but it could include written reports, parent-teacher interviews and parents' days. Schools are required to provide written reports to parents once per term on the Programme of Assessment using a formal reporting tool. This report must indicate the percentage achieved per subject and include the following seven-point scale.

<b>RATING CODE</b>	<b>RATING</b>	<b>MARKS %</b>
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

## **5. MODERATION OF THE ASSESSMENT TASKS IN THE PROGRAMME OF ASSESSMENT**

All schools should have an internal assessment moderation policy in place, which has guidelines for the internal moderation of all significant pieces of assessment. There should also be scheduled dates for the internal moderation of teacher portfolios and evidence of learner performance.

The teacher portfolio required for moderation for promotion requirements should include:

- ☐ Planning
- ☐ Assessment strategies
- ☐ Copies of tasks, tests and exams administered
- ☐ Assessment criteria and marking guidelines for the above
- ☐ Mark schedules
- ☐ Records of how the marks were arrived at
- ☐ Attendance records

The subject head and the School Management Team are responsible for drawing up the moderation plan and for ensuring that school-based moderation happens on a regular basis.

Moderation of the assessment tasks should take place at the three levels tabulated below.



LEVEL	MODERATION REQUIREMENTS
School	<p>The Programme of Assessment should be submitted to the subject head and School Management Team before the start of the academic year for moderation purposes.</p> <p>Each task which is to be used as part of the Programme of Assessment should be submitted to the subject head for moderation before learners attempt the task.</p> <p>Teacher portfolios and evidence of learner performance should be moderated twice a year by the head of the subject or her/his delegate.</p>
Cluster/ district/ region	Teacher portfolios and a sample of evidence of learner performance must be moderated twice during the first three terms.
Provincial/ national	Teacher portfolios and a sample of evidence of learner performance must be moderated once a year.

**6.**  
**CASS TASK 1 –**  
**SOURCE BASED AND**  
**EXTENDED WRITING**  
**QUESTIONS 1 AND 2**

### **Scope of source work and extended writing**

This is a compulsory task. Source work and extended writing are the regular tasks in History that build the skills and understanding for the first three Learning Outcomes and the skills and understanding for the examinations. The Programme of Assessment task needs to include both source work and extended writing.

**Study the History SAG document, 2007:18, to grasp the core criteria for assessing combined source and extended writing work**

### **Conditions under which to conduct the task**

This task must be conducted under controlled conditions. The time allocated to answering the task is 2 hours. Two source based and extended writing tasks are attached. While teachers (This choice is not made by learners) will decide on which task to conduct in the first term, they should conduct the remaining one for those learners who do not choose to opt for the oral history investigation or enrichment assignment.

### **Weighting of the task**

Mark (50) - 15%

## **SOURCE-BASED QUESTIONS AND EXTENDED WRITING**

### **Question 1: UHURU**

Key question: What constraints did the newly independent African states face?

#### **Source A**

The historian Shillington in the *History of Africa* 1989, explains why many leaders chose a one party state system.

Most of Africa's ruling politicians quickly rejected the multi-party parliamentary system as unworkable. They pleaded the particular circumstances of their country's crying need for national unity in order to achieve rapid social and economic development. Within a few years of independence most African governments had established some form of 'one-party state' ... The argument in favour of a one-party system was that parliamentary opposition based upon regional ethnic interests was destructive rather than constructive opposition. Democratic choice, it was argued could just as easily be exercised within a single party system.

#### **Source B**

Mary Harper, a journalist who reported frequently on the situation in Africa.

During the 1970s and 1980s, Mobutu stamped himself on Zaire. His image was printed onto millions of meters of cloth, which adorned many a woman's backside. His bespectacled face stared out from every bank note, every wall. "Mobutuism" became official state philosophy ... the president decreed that "Mobutuism" be taught as a special subject in schools.

#### **Source C**

Kamuzu Banda, Malawi's leader after independence in 1964.

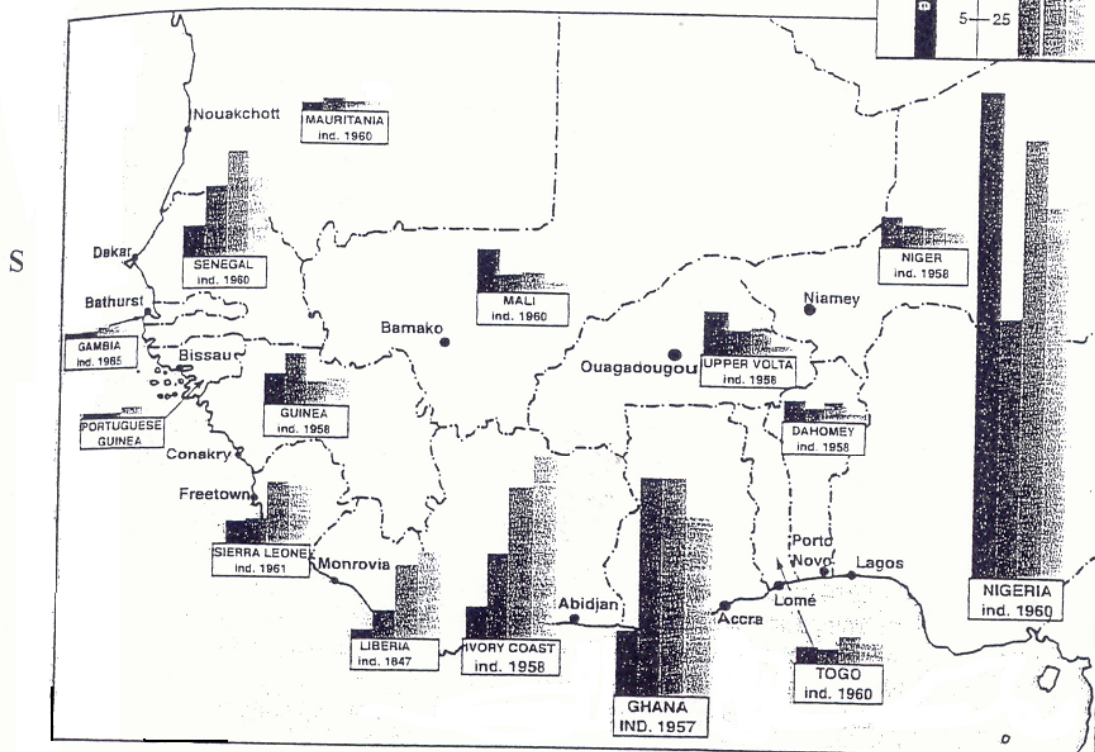
This kind of system where a leader says this, but somebody else that, now who is the leader? That is not the Malawi system. The Malawi system ... is that Kamuzu says that, and then it's finished. Whether anyone likes it or not, that is how it is going to be here. No nonsense ... You can't have everybody deciding what to do.

Quoted from *Africa in the 20<sup>th</sup> Century*, Pages 51/ 54

## Source D

This is a map of West Africa in the 1960s taken from *A History of West Africa* by JD Fage. It shows the following aspects of each state's economy:

- The total population in millions of people
- The revenue (money) earned by each country in millions of pounds sterling
- The value of goods imported, and
- The value of goods exported.



## Source E A chart showing African dependence on single commodity exports.

African countries dependent on single commodity exports.  
(percentages of total exports)

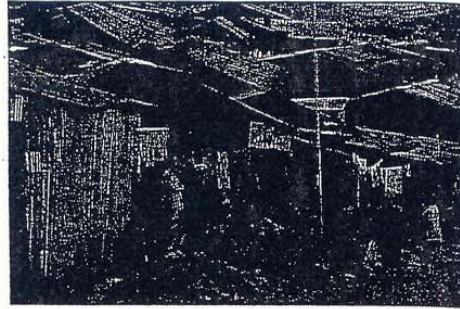
	1938	1950	1951	1952	1953	1954
Egypt (UAR)						
Exports of raw cotton	74.1	86.6	81.8	88.5	85.6	82.7
Ethiopia						
Exports of coffee	-	-	51.5	52.4	56.2	65.2
Gambia						
Exports of groundnuts	-	97.2	88.7	96.2	95.0	76.5
Ghana						
Exports of cocoa	40.2	71.7	67.0	62.3	63.8	74.7
Sudan						
Exports of raw cotton	63.7	71.3	76.2	70.4	62.3	55.7

**Source F**

This description of the slums in Nairobi, Kenya, is adapted from a description by Wa-Githomo in 1983.

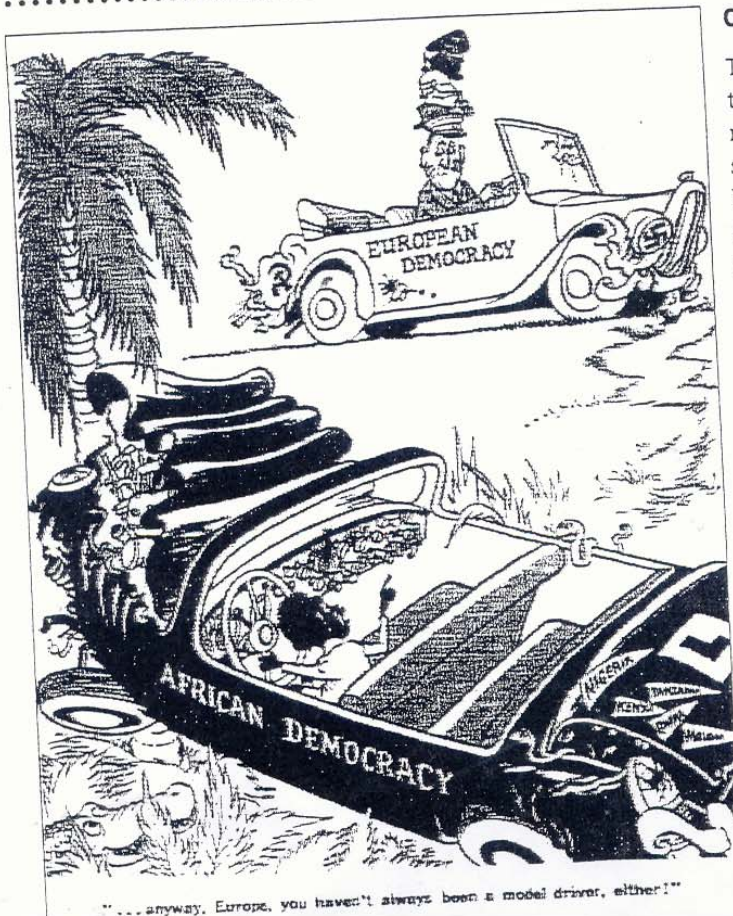
Mathare Valley is the largest slum in Nairobi and represents one of the classic examples of the slums which have become a citadel of poverty, under-development and other manifestations of human suffering. Rat-ridden shanties, sheds, stalls and other slum-type shelters in Mathare area are either rented or owner-occupied, either legal or illegal. Hundreds of thousands of families live in overcrowded, unsanitary and sub-standard shelters.

A photograph showing the Mathare Valley slum, Nairobi.



**Source G**

## Cartoon Analysis



**Context**

This cartoon was published in the *Daily Express*, a British newspaper, in January 1965, shortly after Kenya had become a Republic and on the eve of tense elections in Nigeria.

## **SOURCE-BASED QUESTIONS**

Study the given sources to answer the following questions.

1. According to Source A, which government system was preferred by most African states after independence? (1 x 1) (1)
2. Give any evidence form Source B to show that Mobutu wanted people to support him. (1 x 1) (1)
3. In one word, what type of leader was Banda? Support your answer. (2 x 2) (4)
4. Using both sources D and E and your own knowledge, explain why dependence on single commodity exports created poverty in Africa. (2 x 2) (4)
5. Using evidence form Source B, decide if Mary Harper would have been a supporter of Mobutu. (3)
6. What is the cartoonist's overall view about the nature of African democracy as compared to European democracy. Provide evidence from Source G to back up you answer. (5)
7. Which source would be more useful in assessing the political challenges that face Africa? (2)

(20)

## **EXTENDED WRITING QUESTION.**

Using the source provided and your knowledge, write an essay on the political, social and economic constraints faced by the African states during the 1960s and 1970s.

(30)

Total (50)

**PORTFOLIO ACTIVITY GRADE 12: SOURCE-BASED AND EXTENDED**  
**WRITING -QUESTION 2:**

**KEY STATEMENT:** What was the impact of the Cold War in forming the world as it was in the 1960s?

**KEY QUESTION:** Why and how did it happen that the USSR/USA created ideological spheres of influence that led to the Cold War in the 1960s?

**ANALYSIS OF THE QUESTION:**

WHY AND HOW

USSR/RUSSIA

IDEOLOGICAL

**CONCEPTS**  
SPHERES

INFLUENCE

COLD WAR

1960s



**SOURCES & DEFINE**

**SUGGESTED APPROACH TO THE ACTIVITY:** (1960s)

Identify the spheres of influence:

Eastern Europe

Germany

Berlin

French Indo-China

Cuba

Middle East



## **QUESTION 2**

### **SOURCE-BASED QUESTIONS**

**Study the relevant sources and then answer questions 2.1 -2.4 OR 2.5 – 2.8 on page 29**

#### **SOURCE A**

##### **What was the nature of the Cold War?**

The Cold War was a period in world history between 1945 and 1994 when the two superpowers, the USA and the USSR, confronted each other without breaking into a ‘hot’ war or ‘shooting’ war. The USA followed democracy and capitalism while the USSR adopted one-party rule and communism. Both states competed for influence in the world and wanted to advance their economic interests, spread their ideologies, gain allies and weaken their rivals.

##### **Ideological and political differences**

The USA supported a political system of democracy where political leaders were elected in regular, generally free and fair elections where they could also be voted out of power. The two main parties in America, the Democratic Party and the Republican Party, constantly competed for power.

In the USSR the Communist Party of the Soviet Union (CPSU) was the only party allowed and all opposition parties were banned. Only one candidate, who had to be a member of the Communist Party, could stand in each constituency. Voters could either vote for or reject the candidate. It was unusual for voters to reject a candidate. Defenders of the system claimed that only the communists represented the interests of the majority of the people who were workers and peasants.

*Claire, H. et.al.: Making History Grade 12, p. 3 – 4*

#### **SOURCE B**

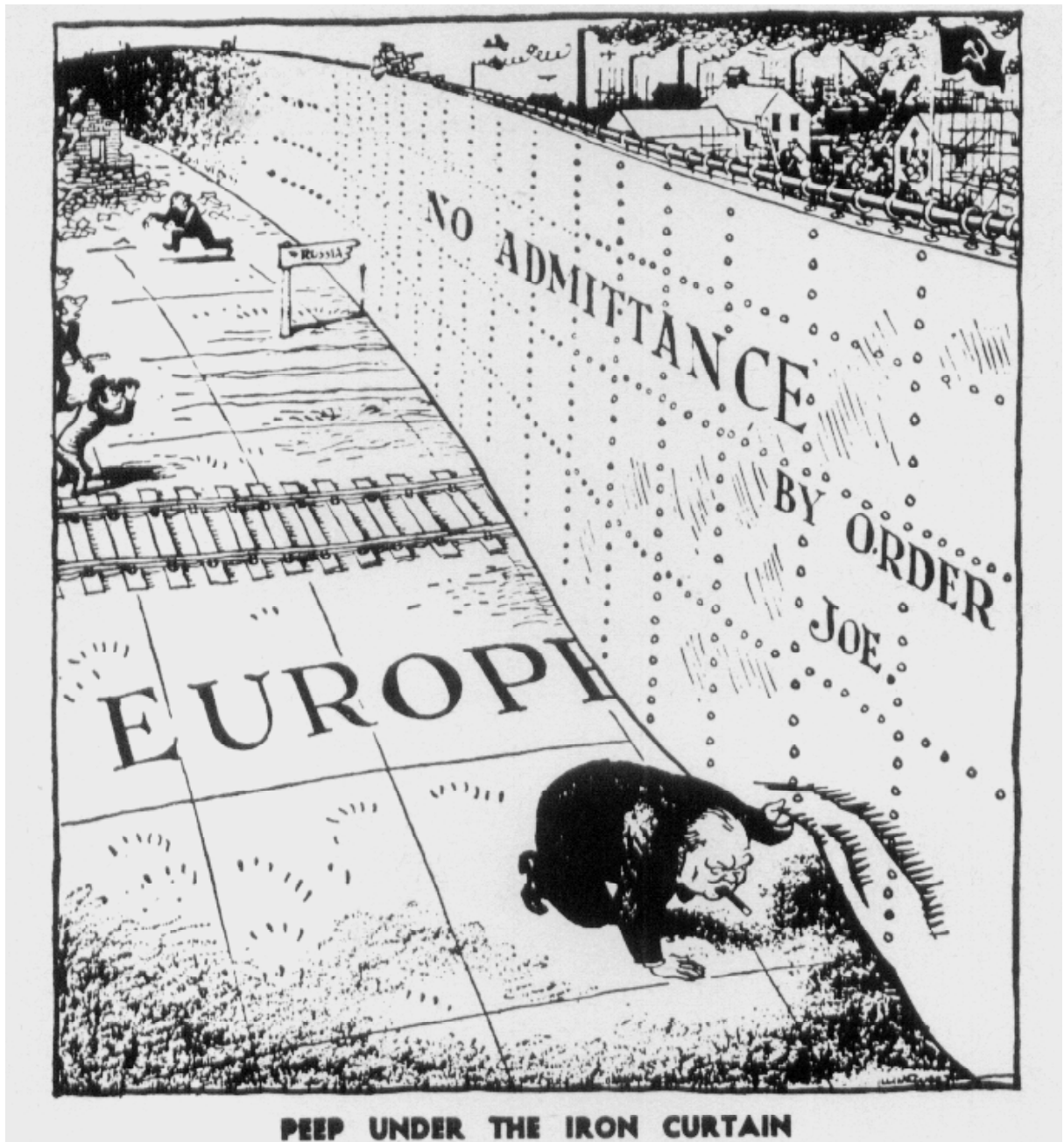
## *The Cold War*



When the war was over, and while Europe concerned itself with the rehabilitation of their devastated countries, the USSR made significant territorial advances into Eastern Europe. Having freed much of Europe from the Nazis, the Red Army remained in occupation and communist governments closely controlled by Moscow were established in Poland, Hungary, Czechoslovakia, Albania, Bulgaria and East Germany. These countries became known as Soviet satellite states.

*Higgins, H.: The Cold War, p. 50*

**SOURCE C**



*Watson, J. Rayner, E. & Stapley, R.: Evidence in Question 1815-1949, p. 64*

**Churchill's Iron Curtain speech**

"From Stettin in the Baltic to Trieste on the Adriatic, an Iron Curtain has descended across the continent. Behind that line lie all the capitals of the ancient states of Central and Eastern Europe – Warsaw, Berlin, Prague, Vienna, Budapest, Belgrade, Bucharest and Sofia. All these famous cities and the populations around them lie in the Soviet sphere, and all are subject, in one form or another, not only to Soviet influence but to a

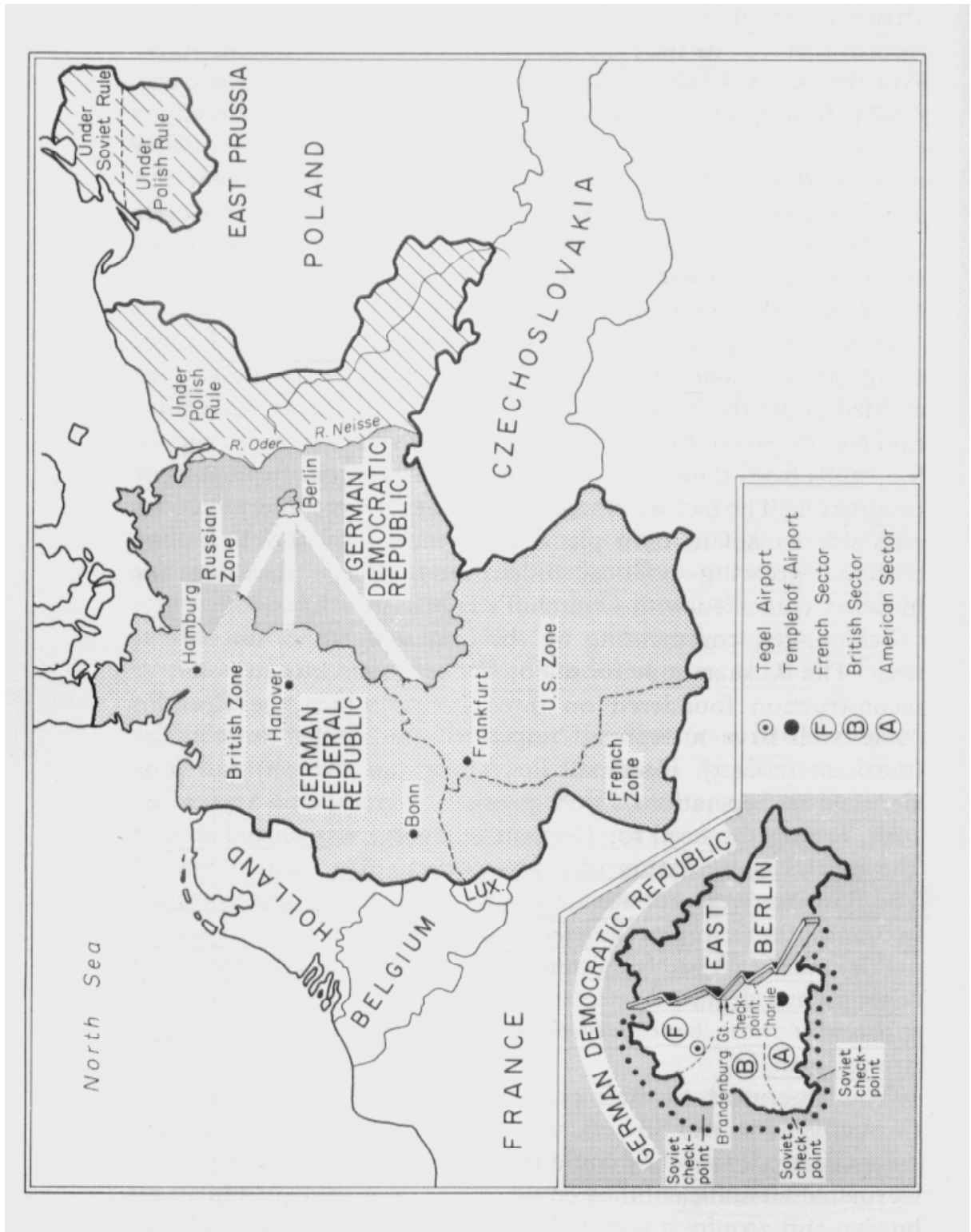
very high and increasing measure of control from Moscow... In other countries, communist parties or fifth columns constitute a growing challenge and peril to Christian Civilisation.

From what I have seen of our Russian friends and allies during the war I am convinced that there is nothing they admire so much as strength, and there is nothing for which they have less respect than for military weakness. If Western democracies stand together in strict adherence (loyalty) to the principles of the United Nations Charter... if they become divided catastrophe may overwhelm us all."

*Govender ed.: New Series History Grade 12, p. 19*

## **GERMANY**

### **SOURCE D**



*Higgins, H.: The Cold War, p. 64*

In 1945 Germany was divided into four zones of occupation which were controlled by Allied Military Governments. The three major powers had agreed that one zone should be

given to France. All the Allies were determined that never again should Germany become a threat to them, but beyond this there was little substantial agreement either on the future of Germany or on a European peace settlement. It was agreed that Germany and Austria should be split into zones of occupation between Britain, the United States, the Soviet Union and France, and that Berlin and Vienna should be similarly divided.

*Bown, C. & Mooney, P.: Cold War to Détente 1945 – 80, p. 22 & Higgins, H.: The Cold War, p. 62*

### **THE BERLIN BLOCKADE & AIRLIFT**

#### **SOURCE E**



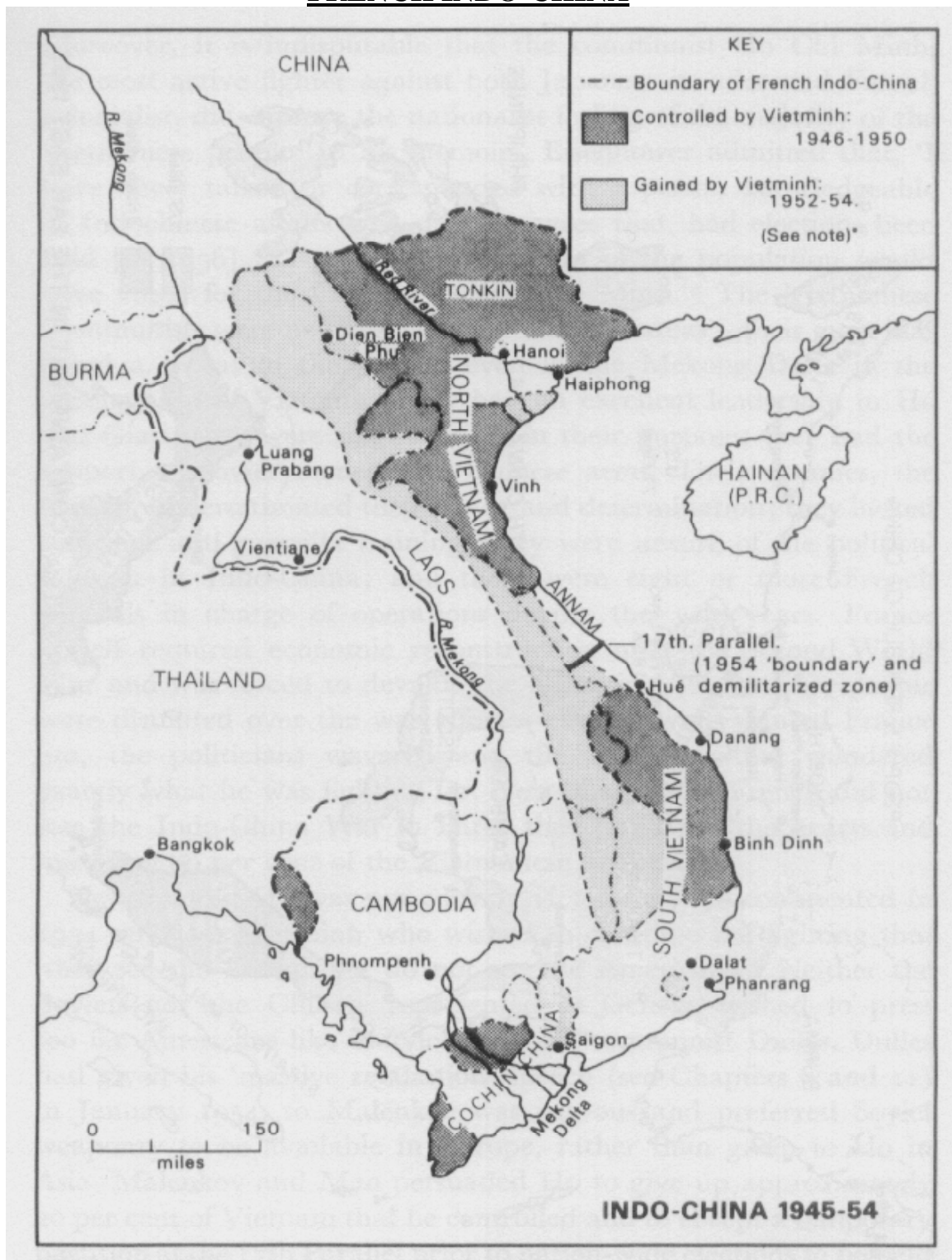
*McAleavy, T.: Superpower Rivalry: The Cold War 1945 – 1991, p. 27*

Access to the city by road, rail and canal was blocked. The air corridors remained open, however, and the British and Americans defeated the blockade by the Airlift. Round-the-clock missions into Berlin, supplying at their peak 13,000 tons of goods per day, provided the necessities of life for some 2½ million people. On 12 May 1949 Stalin conceded defeat by lifting the blockade.

*Higgins, H.: The Cold War, p. 66*

**SOURCE F**

**FRENCH INDO-CHINA**



*Bown, C. & Mooney, P.: Cold War to Détente 1945-80, p. 53*

After World War Two the French tried, without success, to regain their colonial empire in South East Asia, which had been occupied by the Japanese during the war. The French, however, were forced to withdraw from the area after being defeated by a Vietnamese army at Dien Bien Phu in 1954. After this a conference was held in Geneva where Laos, Vietnam and Cambodia were granted their independence. At this conference Vietnam was also temporarily divided, along the

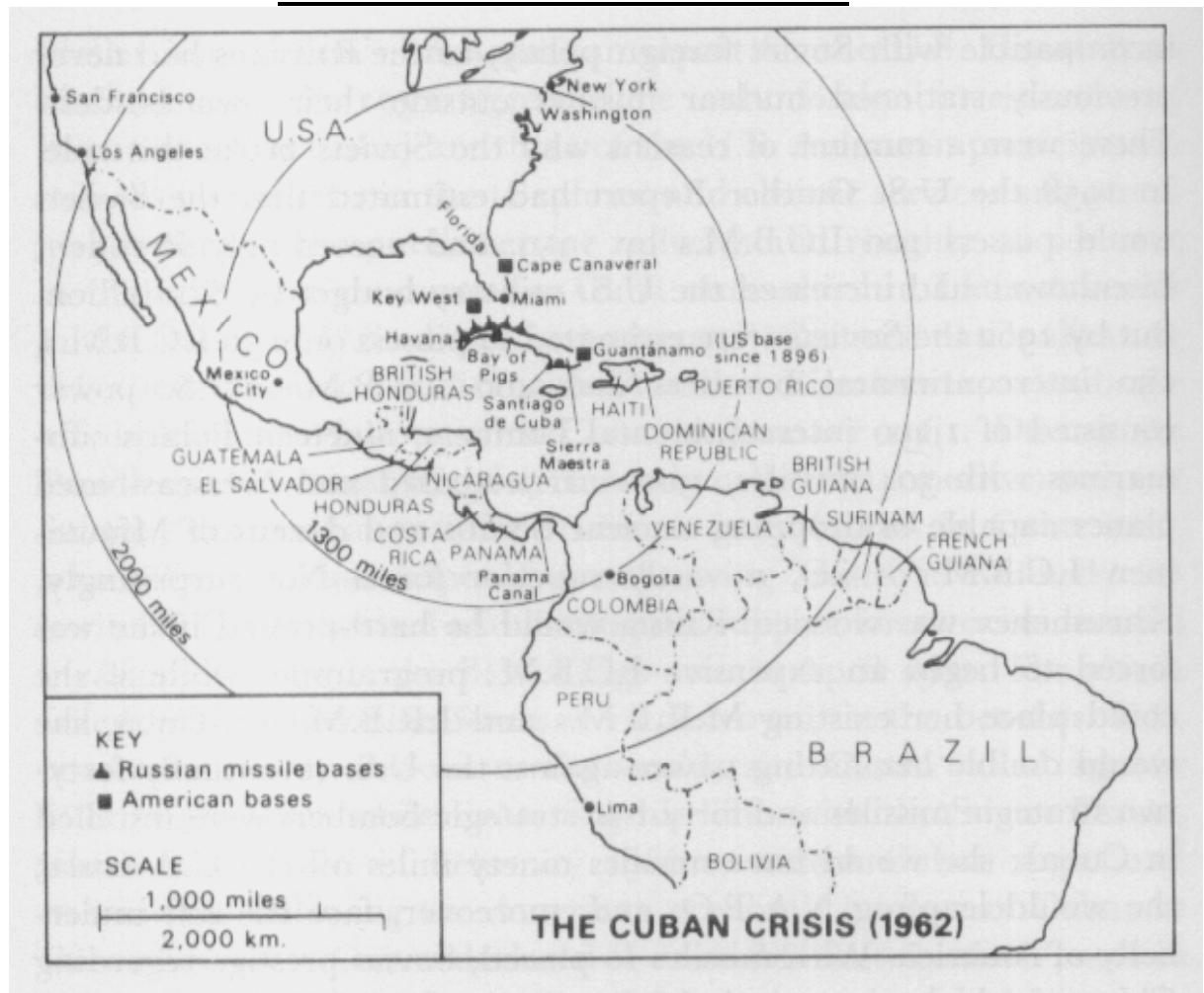
17 parallel, into North Vietnam, controlled by the Communist Vietminh and South Vietnam, which was backed by the Americans and the French.

The fact that the local people in South Vietnam were turning to support the Vietcong alarmed the Americans who, as already mentioned, feared the spread of communism as a result of the “Domino Effect”. The USA wanted to contain the spread of communism.

*Govender ed.: New Generation History Grade 12, p. 40*

### **SOURCE G**

## **THE CUBAN MISSILE CRISIS**



*Bown, C. & Mooney, P.: Cold War to Détente 1945-80, p. 82*

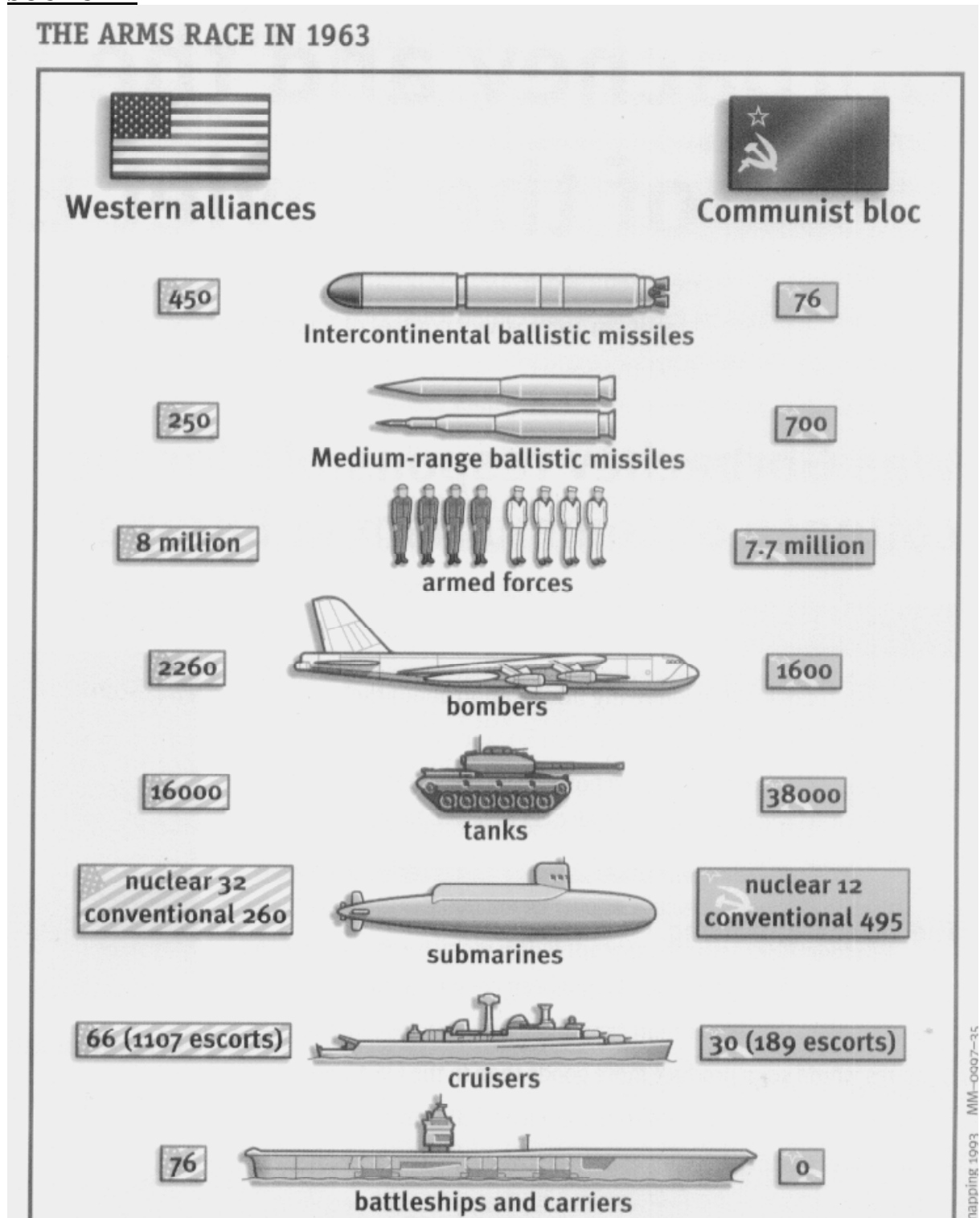


On 6 July 1953, a young lawyer, Fidel Castro, and 150 followers, attacked the army barracks at Santiago de Cuba in the Cuba of dictator General Batista. Half the rebels were killed, Castro was imprisoned and then exiled. In December 1956, Castro and eighty-two members of the '26 July Movement' returned to Cuba's Sierra Maestra Mountains. By December 1958, Castro had opened conventional war against Batista, whose regime collapsed by January 1959.

While not a communist, Castro was determined to oust U.S. 'dollar imperialism' in Cuba. Castro's nationalization drive led him into conflict with President Eisenhower, who broke off diplomatic relations with Cuba in January 1961. During the Presidential elections of 1960, Kennedy called for American support for the 'democratic anti-Castro forces in exile and in Cuba itself, who offer eventual hope of overthrowing Castro'. In December 1961, Castro declared 'I am a Marxist-Leninist', and in July 1962 Raul Castro and Che Guevara journeyed to Moscow to increase economic links and arrange defence aid in case of further U.S. intervention in Cuba.

*Bown, C. & Mooney, J.: Cold War to Détente 1945 – 80, p. 79 – 86*

## SOURCE H



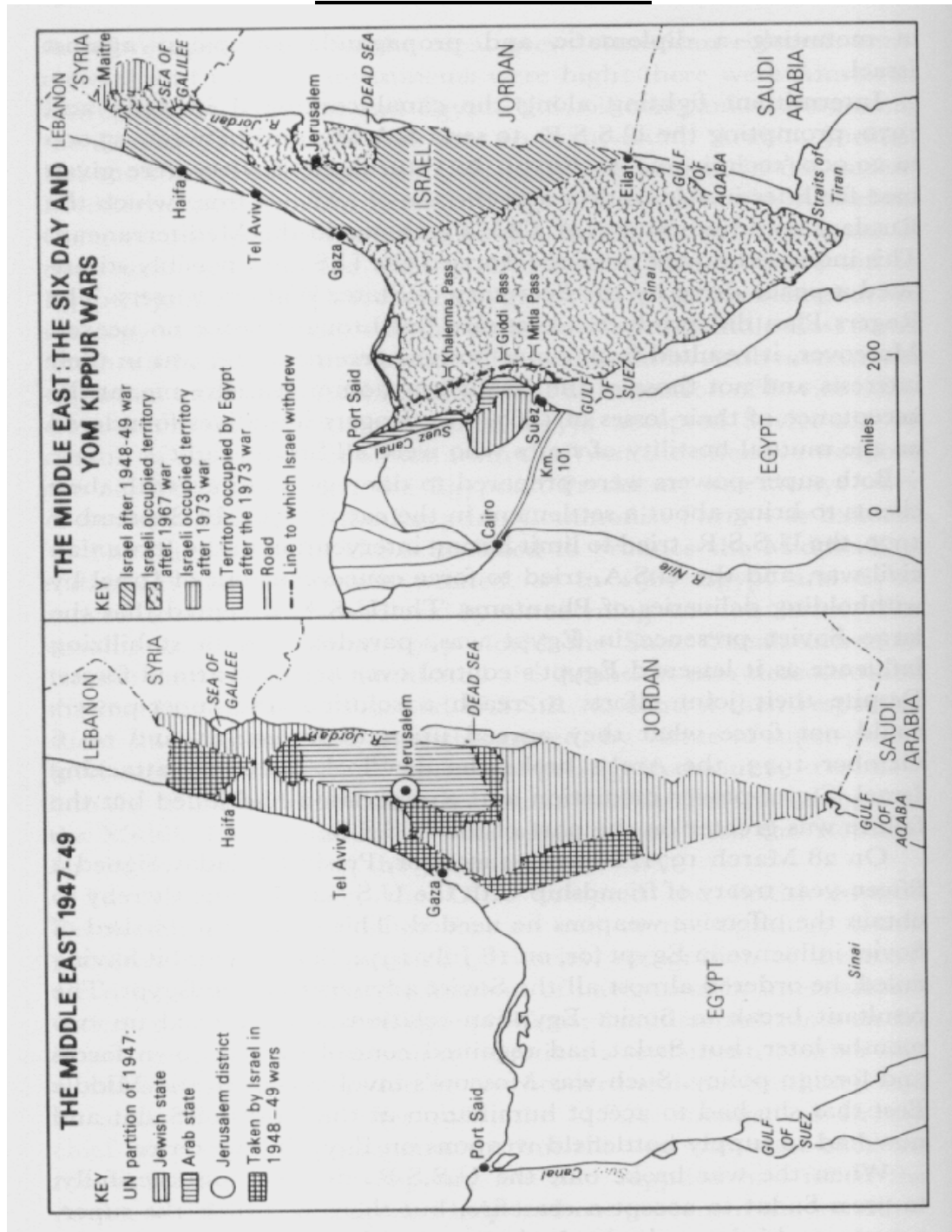
The diagram shows the number of arms each of the superpowers had in early 1963, just after the Cuban missile crisis. The nuclear balance was 5 to 1 in favour of the USA. By

1971 the Soviets had as many nuclear weapons as the Americans, but the enormous cost of this achievement had caused great damage to the Soviet economy.

*McAleavy, T.: Superpower Rivalry: The Cold War 1945 – 1991, p. 69*

## SOURCE I

### THE MIDDLE EAST



*Bown, C. & Mooney, P.: Cold War to Détente 1945-80, p. 158*

#### **SOURCE J**

“The existence of Israel is an error which must be rectified. This is our opportunity to wipe out the ignominy which has been with us since 1948. Our goal is clear – to wipe Israel off the map.”



*Cartoon in Lebanese newspaper, (May 1967)*

*Rayner, E. et.al.: World Affairs from the Russian Revolution to the present, p. 48*

The central reason for the conflict in the Middle East is that both Palestinian Arabs and Jews claim Palestine - or Israel, as it is now known - as their country.

During the First World War, the British and French made a number of agreements with both Arabs and Jews in their attempt to defeat the Ottoman Empire. To gain the support of the Arabs, the British promised them an independent homeland after the war. As a result of this agreement, the Arabs launched a revolt against the Turks.

However, the British also wanted the support of the Jewish community. As a result, the British Foreign Secretary, Arthur Balfour, wrote the Balfour Declaration in 1917, which supported the establishment of a Jewish homeland in Palestine after the war. The Balfour Declaration outraged the Arabs.

At the end of the First World War, Palestine was made a **mandate** under British control. The British mandate lasted until 1948. During this period, Jewish immigration to Palestine increased.

After the war, Britain tried to continue with its policy of limiting Jewish immigration. However, the Holocaust had left many Jews as homeless refugees. The Jews in Palestine began a guerrilla campaign against the British. Tired of war and experiencing economic problems at home, Britain handed over the problem to the United Nations in 1947. The UN proposed that Palestine be partitioned or divided into a Jewish state (Israel) and an Arab state (Palestine).

The UN voted in favour of the creation of the state of Israel, and in May 1948 the State of Israel was proclaimed. From the outset, the United States was a firm supporter of Israel and gave both economic and military aid to Israel.

In return, during the 1950s and 1960s, the Soviet Union supplied Egypt and other Arab states with weapons and aid, while the Soviet Union hoped to win allies among the Islamic nations of the world. The Soviet Union also wanted to use its influence to control oil supplies to the United States. Yet another indication of a world divided into two power blocs.

*Friedman, M. et.al.: Focus on History Looking into the Past Grade 12, p. 49 – 53*

**Study the relevant sources and then answer questions 2.1 -2.4 OR 2.5 – 2.8 on page 30**

**2.1-2.4**

2.1 Analyse the information and data gathered from **Sources A & B** and motivate why Stalin decided to keep control over the Eastern European States that the Soviet Army freed from Nazi occupation in 1945? (8)

2.2 By studying **Source D** carefully you will observe that two German States were established. Why were these two German States established by 1949? (2)

2.3 **Sources G and H:** The Cuban missile crisis was an attempt by the USSR to see how far it could pressurise the USA in a bid for extending and consolidating its sphere of influence in North and South America and putting the USA and NATO under pressure. Interpret and evaluate the information and data from the sources in order to respond to this statement. (5)

2.4 The conflict between Israel and the Palestinians was not so much about land for the Jews or land for the Palestinians but rather clever moves between the USA and USSR to ensure future control over the oil fields of the Arab world. Draw an independent conclusion from the perspective of the actions of these two countries provided in **Source J** and the territorial occupations presented by the data in **Source I**. (5)

[20]

**OR**

## 2.5-2.8

- 2.5 In **Source C** Churchill indicated that an 'Iron Curtain' had descended across Europe. Explain what he meant by this. (2)
- 2.6 Germany and Berlin were flash points in the beginning of the Cold War and the creation of two ideological spheres of influence between the USSR and USA. Analysing **sources D & E**, can you explain whether this statement is valid and true or not? (8)
- 2.7 **Source F** refers to another crisis in the Cold War. Do you think the conflict in French Indo-China was a freedom struggle against colonial/imperial suppression or yet another flash point in the struggle between the USA and USSR to establish a sphere of influence? Provide your response by examining and explaining the dynamics of changing power relations within French Indo-China. (5)
- 2.8 Study **Sources G & H**: Could the Cuban Missile Crisis be described as the beginning of the end of the Cold War? Draw an independent conclusion. (5)

[20]

### **EXTENDED WRITING QUESTION**

Using the sources and your own knowledge, write an essay on the following question.

Why and how did it happen that the USSR/USA created ideological spheres of influence that led to the Cold War in the 1960s?

(30)

[50]

**7.  
CASS TASK 1 –**

**MEMOS**

**FOR**

**SOURCE WORK AND  
EXTENDED WRITING  
QUESTIONS 1 AND 2**

## ATTENDED WRITING MATRIX: TOTAL 30

PRESENTATION	LEVEL 1 Very well planned and structured. Good synthesis of information. Constructed an original argument. Sustained and defended the argument throughout.	LEVEL 2 Well planned and structured. Synthesis of information. Constructed an original argument. Well balanced, independent argument. Sustained and defended the argument.	LEVEL 3 Writing structured. Constructed a clear argument. Conclusions drawn from evidence. Evidence used to support argument. Reached independent conclusion. Evidence used to support conclusion.	LEVEL 4 Planned and constructed an argument. Evidence used to support argument. Conclusion not clearly supported by evidence.	LEVEL 5 Plans and constructs an argument. Evidence used to support argument. Conclusion reached based on evidence. Writing structure.	LEVEL 6 Attempts to structure the answer. Largely descriptive/some attempt at developing an argument.	LEVEL 7 Little analysis and historical explanation. No structure.
CONTENT							
LEVEL 1 Question has been fully answered. Content selection fully relevant to line of argument.	Code 7+ 27-30	Code 7 24-26					
LEVEL 2 Question has been fully answered. Content selection fully relevant to line of argument.	Code 7 24-26	Code 6+ 23	Code 6 21-22				
LEVEL 3 Question has been answered to a great extent.. Content adequately covered and relevant.		Code 6 21-22	Code 5 20	Code 5 18-19			
LEVEL 4 Question recognisable in answer. Some omissions/ irrelevant content selection.			Code 5 18-19	Code 4+ 17	Code 4 15-16		
LEVEL 5 Content selection does not always relate. Omission in coverage.				Code 4 15-16	Code 3+ 14	Code 3 12-13	
LEVEL 6 Space content. Question inadequately addressed.					Code 3 12-13	Code 2 11	Code 2 9-10
LEVEL 7 Question not answered. Inadequate content. Significant Irrelevance/ No relevance.						Code 2 9- 10	Code 1 0-8



## MEMORANDUM SOURCE-BASED AND EXTENDED WRITING

### SOURCE A

#### What was the nature of the Cold War?

The Cold War was a period in world history between 1945 and 1994 when the two superpowers, the USA and the USSR confronted each other without breaking in to a 'hot' war or 'shooting' war. The USA followed democracy and capitalism while the USSR adopted one-party rule and communism. Both states competed for influence in the world and wanted to advance their economic interests, spread their ideologies, gain allies and weaken their rivals.

#### Ideological and political differences

The USA supported a political system of democracy where political leaders were elected in regular, generally free and fair elections where they could also be voted out of power. The two main parties in America, the Democratic Party and the Republican Party, constantly competed for power. Critics of American democracy point out that most candidates were wealthy individuals and that powerful corporations donated so much money to the campaigns of politicians that they became too influential over government policy.

In the USSR the Communist Party of the Soviet Union (CPSU) was the only party allowed and all opposition parties were banned. Only one candidate, who had to be a member of the Communist Party, could stand in each constituency. Voters could either vote for or reject the candidate. It was unusual for voters to reject a candidate. Defenders of the system claimed that only the communists represented the interests of the majority of the people who were workers and peasants.

In the USA a liberal constitution and Bill of Rights protected basic human rights like the freedom of the press. Defenders of the American system point out that Americans could not be arrested and imprisoned without good reason because the 'rule of law' dominated the system. Critics point out that during the 1950s 'Red Scare' under **Senator** McCarthy, many Americans were victimized by the authorities and lost their jobs because of claims that they were communist or communist sympathizers.

In the Soviet Union the state owned the media. No criticism of the state was tolerated. Defenders of the communist government claimed that they protected more 'fundamental' human rights like the right to work, the right to food and the right to shelter. Critics believed that the USSR was a totalitarian 'police state' where citizens were arrested and imprisoned on minor charges.

#### Social and cultural differences

Americans valued individualism, freedom and choice highly. Yet, despite the influence of advertising, most Americans in the 1950s were surprisingly **conformist**. They dressed the same, ate the same food, watched the same movies and listened to the same music. Most Americans were churchgoing Christians who would drive one of just two or three makes of motorcar, mow the lawn and have a barbecue in the backyard of their almost identical

suburban homes. The 'Red Scare' of the 1950s made Americans even more determined to 'fit in' because anyone who 'different' (for example, gay, feminist, leftist, pacifist or pro-environment) could be accused of being 'un-American'. Youth culture did challenge this to an extent with the introduction of rock n roll and the 'hippie' culture in the late 1950s. Russian society, as it developed under communism, was also conformist. Unlike the USA, however, ostentatious displays of wealth were frowned upon. In the early years of the USSR, everyone called each other '**comrade**' and most ate the same food and dressed the same. This was not as a result of advertising (which was banned) but because mass production of consumer goods meant that there was little choice. Most people lived communally and learnt to share services and bathroom and kitchen facilities. The Soviet Union was an atheist state that strongly discouraged religion. The USSR was also a highly militarized society where the main holiday, Workers' Day or 1 May, was celebrated with military parades taking place near the **Kremlin** in Moscow.

*Claire, H. et.al.: Making History Grade 12, p. 3 - 4*

## **SOURCE B**

When Germany attacked Poland in 1939, the Soviet Union occupied a large part of eastern Poland as one of the terms of the Non-Aggression Pact. When the war was over, and while Europe concerned itself with the rehabilitation of their devastated countries, the USSR made significant territorial advances into Eastern Europe. Having freed much of Europe from the Nazis, the Red Army remained in occupation and communist governments closely controlled by Moscow were established in Poland, Hungary, Czechoslovakia, Albania, Bulgaria and East Germany. These countries became known as Soviet satellite states.

What were the reasons for the Soviet Union's takeover of Eastern Europe?

Despite the Russian victory over Nazi Germany and the emergence of Stalin as an outstanding world statesman, the USSR still felt vulnerable to the West. Stalin still believed that the West could be a threat to the USSR. This fear was intensified by the knowledge that the USA had the atomic bomb. Stalin thus felt it was necessary to protect the USSR behind a defensive barrier, provided by the wartime acquisition of various states in Eastern Europe.

Despite advances that had been made under Stalin, the strain of the war had completely exhausted the Russian economy. This is the reason why Stalin was adamant that they would extract reparations from Germany.

Germany thus became the new frontline in the defensive system. This explains why Stalin was so uncooperative on the German issue at Yalta and Potsdam. He regarded any suggestions for settlement as a wedge being driven into Soviet security. In the tense atmosphere that existed between the West and the Soviets, the Western allies interpreted Soviet defensive moves as a desire for expansion. They came to this conclusion as a result of the way in which the communists took control of the governments in Eastern Europe.

Initially, coalition governments, which included non-communists were established in the liberated territories of Eastern Europe. It was not long before non-communists began to be persecuted and the communists took control of key posts in these governments and

were able to assert Russian dominance. This was followed by the elimination of non-communists. Eastern Europe was thus under Russian control.

*Govender, ed.: New Series History Grade 12, p. 17*

### **SOURCE C**

#### **Churchill's Iron Curtain speech**

From Stettin in the Baltic to Trieste on the Adriatic, an Iron Curtain has descended across the continent. Behind that line lie all the capitals of the ancient states of Central and Eastern Europe – Warsaw, Berlin, Prague, Vienna, Budapest, Belgrade, Bucharest and Sofia. All these famous cities and the populations around them lie in the Soviet sphere, and all are subject, in one form or another, not only to Soviet influence but to a very high and increasing measure of control from Moscow... In other countries, communist parties or fifth columns constitute a growing challenge and peril to Christian Civilization.

From what I have seen of our Russian friends and allies during the war I am convinced that there is nothing they admire so much as strength, and there is nothing for which they have less respect than for military weakness. If Western democracies stand together in strict adherence (loyalty) to the principles of the United Nations Charter... if they become divided catastrophe may overwhelm us all.

*Govender ed.: New Series History Grade 12, p. 19*

## **GERMANY**

### **SOURCE D**

#### **THE BERLIN AIRLIFT**

In 1945 Germany was divided into four zones of occupation which were controlled by Allied Military Governments. The three major powers had agreed that one zone should be given to France. Like the Russians, the French had been occupied by the Nazis and had indeed been invaded by the Germans three times since 1870. At first, French policy towards Germany was similar to the Soviet line, in that they both were determined to make Germans pay to the full for the devastation they had caused. The zones occupied by France and the Soviet Union were economically more viable than the other two zones. In the Soviet zone the economy was 'well balanced, having enough agriculture to feed itself. The French zone contained only 6,400,000 inhabitants and included the important Saar region. By contrast, the British zone contained 22,000,000 people and produced only 40 per cent of its own food. Although the US zone was slightly smaller than the British in terms of population and produced more of its own food, it was still not self-sufficient.'

The result was that the British and the Americans had to import food, at their own expense, into their zones. At the same time, the other two occupying powers took advantage of surpluses in their zones to exact the maximum reparations payments. The French 'began . . . the practice ... of taking reparations not only of German capital machinery, but from current production.' The Soviets removed whole plants to Russia and 'milked their zone very nearly dry.' Northedge comments that '... British subsidies to West Germany were compared to the hard-earned food supplied by a farmer to his cow while somebody else milked it at the other end.'

*Higgins, H.: The Cold War, p. 62*

All the Allies were determined that never again should Germany become a threat to them, but beyond this there was little substantial agreement either on the future of Germany or on a European peace settlement. It was agreed that Germany and Austria should be split into zones of occupation between Britain, the United States, the Soviet Union and France, and that Berlin and Vienna should be similarly divided.

*Bown, C. & Mooney, P.: Cold War to Détente 1945 – 80, p. 22*

## **SOURCE E**

### **The Berlin Blockade**

Such was the background to the Berlin crisis. Its immediate cause was the currency reform initiated by the Western powers. Some change was clearly needed. On the eve of the currency reform in the three western zones one cigarette cost twenty-five marks, a pound of coffee 1,500 marks. The monthly income of a worker or clerk varied between 300 and 400 marks a month. Under such conditions normal economic life was impossible. On 20 June a new currency, the Deutsche Mark, was introduced into the Western zones. The old Reichsmark was no longer valid: savings and bank holdings were reduced to 6.50 Deutsche Marks for every 100 Reichsmarks. It was a necessary first step for the revival of the economy of Western Germany. Sokolovsky, the Soviet Military Governor, condemned it as 'a breach of the Potsdam decisions'. He also warned that: The prerequisites for free passenger traffic and goods traffic between the occupation zones will be destroyed. On 23 June the Russians, themselves disregarding the Potsdam protocol, announced a currency reform for the Soviet zone and for Greater Berlin. The Western governments refused to allow a new currency, over which they had no control, to circulate in their sectors of the city. Accordingly, they decided to introduce the Deutsche Mark into West Berlin. The Soviets replied by cutting communications between West Berlin and the Western zones. Thus began the blockade of Berlin.

Access to the city by road, rail and canal was blocked. The air corridors remained open, however, and the British and Americans defeated the blockade by the Airlift. Round-the-clock missions into Berlin, supplying at their peak 13,000 tons of goods per day, provided the necessities of life for some 2½ million people. On 12 May 1949 Stalin conceded defeat by lifting the blockade.

*Higgins, H.: The Cold War, p. 66*

The establishment of **NATO** and the **Warsaw Pact**. With the blockade of Berlin, war between the Soviet Union and the West seemed a real possibility. As a result, the Western powers believed that it was necessary to create a military alliance that would be dominated by the United States. In April 1949, 11 European countries joined with the United States in forming the North Atlantic Treaty Organization (NATO), a military alliance in which the USA and the Western European powers planned joint military action in the face of a possible attack from the Soviet Union.

In 1955 the communist bloc formed the Warsaw Pact as a direct response to NATO. Its members were the Soviet Union, Albania, Bulgaria, Czechoslovakia, East Germany, Hungary, Poland and Rumania. Yugoslavia was excluded. The Soviet Union had the right

to station troops in any of the member countries, thus strengthening its hold over the satellite states.

Ten years after the Second World War, the world was divided into two huge power blocs, each fully armed and with carefully laid plans of action in case of war.

*Friedman, M. et.al.: Focus on History Looking into the Past Grade 12, p. 19*

### **Why was the Berlin Wall built?**

In 1961 it was clear that West Berlin, controlled by the Western powers, was much wealthier than East Berlin, which was under Soviet control. East Berliners, because of the poor conditions in their part of the city, had begun escaping to the West via West Berlin. By June of that year they were escaping at a rate of 500 a day and 30 000 defected to the West during July. This was an embarrassment to Krushchev who saw West Berlin as a capitalist infection in the heart of East Germany.

He was determined to stop East Berliners from escaping and so on Sunday, 13 August 1961, East German troops sealed off West Berlin with roadblocks and barbed wire. They then began to construct a concrete wall around the Western zones of the city. This was a high, fortified wall that was manned 24 hours a day by machine-gun posts and searchlights. As a result of these actions, Berlin was divided into two and its citizens were cut off from family, friends and jobs overnight.

The Berlin Wall stood as a symbol of the divide between West and East, between democracy and communism and led to further tension between the Soviet Union and the Western Powers. The Western Powers were afraid that the Soviets were planning to seize West Berlin by force and President Kennedy made it very clear that they would fight to protect West Berlin. The building of the wall solved Krushchev's problem of East Berliners defecting to the West, but his policy of peaceful co-existence with the West was destroyed.

*Govender ed.: New Series History Grade 12, p. 29*

## **FRENCH INDO-CHINA**

### **SOURCE F**

After World War Two the French tried, without success, to regain their colonial empire in South East Asia, which had been occupied by the Japanese during the war. The French, however, were forced to withdraw from the area after being defeated by a Vietnamese army at Dien Bien Phu in 1954. After this a conference was held in Geneva where Laos, Vietnam and Cambodia were granted their independence. At this conference Vietnam was also temporarily divided, along the

17 parallel, into North Vietnam, controlled by the Communist Vietminh and South Vietnam, which was backed by the Americans and the French. It was intended that after elections, which were to be held in 1956, North and South Vietnam should be reunited under one government. South Vietnam was ruled by Ngo Dinh Diem, who was very unpopular. He was a tyrannical Catholic leader who brutally persecuted the Buddhist majority and refused to implement reforms in the South, particularly regarding land ownership. On top of this, he refused to hold the proposed elections which angered the

majority of the people in South Vietnam. In 1960 the National Liberation Front (NLF) who opposed Ngo Dinh Diem was formed. It demanded a democratic national coalition government, which would in turn introduce reforms and negotiate for a united Vietnam. Diem refused to give in to their demands and the NLF, which was communist in orientation, began a guerilla campaign in South Vietnam, plunging the country into civil war. The NLF's own guerilla force was known as the Vietcong.

Diem was overthrown and executed in a South Vietnamese army coup in 1963 only to be replaced by a number of military rulers who were also corrupt and therefore had little support from the Vietnamese people. The Vietcong took advantage of the problems in South Vietnam but actually became popular in the rural areas because it gave land to the peasants and provided necessary infrastructure to the local community e.g. schools. The Vietcong won the support of the local people because they treated them well. The Vietcong were backed by the Chinese and the Soviets. The Vietcong received supplies, weapons, food and even troops via North Vietnam, through the route known as the Ho Chi Minh Trail. This trail was a series of jungle paths that led from north to south by way of Laos and Cambodia. These supply lines were vital to the Vietcong.

The fact that the local people in South Vietnam were turning to support the Vietcong alarmed the Americans who, as already mentioned, feared the spread of communism as a result of the "Domino Effect". The USA wanted to contain the spread of communism.

*Govender ed.: New Generation History Grade 12, p. 40*

## **THE CUBAN MISSILE CRISIS**

### **SOURCES G & H**

On 6 July 1953, a young lawyer, Fidel Castro, and 150 followers, attacked the army barracks at Santiago de Cuba in the Cuba of dictator General Batista. Half the rebels were killed, Castro was imprisoned and then exiled. In December 1956, Castro and eighty-two members of the '26 July Movement' returned to Cuba's Sierra Maestra Mountains. By December 1958, Castro had opened conventional war against Batista, whose regime collapsed by January 1959.

During 1959 Castro began a land reform programme, which involved the confiscation of American-owned sugar plantations and mills. While not a communist, Castro was determined to oust U.S. 'dollar imperialism': an American report for the U.S. Department of Commerce in 1953 stated, 'The only foreign investments of importance [in Cuba] are those of the U.S. American participation exceeds 90 per cent in the telephone and electric services and about 50 per cent in the public service railways and roughly 40 per cent in the raw sugar production - Cuba ranks third in Latin America in the value of U.S. direct investments.' Castro's nationalization drive led him into conflict with President Eisenhower, who broke off diplomatic relations with Cuba in January 1961. During the Presidential elections of 1960, Kennedy called for American support for the 'democratic anti-Castro forces in exile and in Cuba itself, who offer eventual hope of overthrowing Castro'. Kennedy inherited a CIA-backed plan for logistic support for an exile-manned invasion of Cuba in the Bay of Pigs area in April 1961. The attack failed, and the invasion forces were destroyed on the beaches. U.S. involvement was obvious to the world, and Castro railed against U.S. imperialism while tightening his links with the Soviet Union, which had agreed in February 1960 to accept Cuban sugar and provide aid

following the American economic boycott of Cuba. In December 1961, Castro declared 'I am a Marxist-Leninist', and in July 1962 Raul Castro and Che Guevara journeyed to Moscow to increase economic links and arrange defence aid in case of further U.S. intervention in Cuba. This was by no means impossible, for after the Bay of Pigs incident, Kennedy had declared: "If the nations of this hemisphere should meet their commitments against outside Communist intervention, then the government will not hesitate in fulfilling its primary obligation which is the security of this nation. Should that time ever come we do not intend to be lectured on intervention by those whose character was stamped for all time on the bloody streets of Budapest ... I am determined upon our system's survival and success, regardless of the cost and regardless of the price."

On 4 September 1962 Kennedy warned the Soviet Union that he would not tolerate Soviet offensive missiles (i.e. ground-to-ground, as opposed to ground-to-air) being stationed on Cuba. On 11 September the U.S.S.R. issued a public announcement, stating that it had no need to place offensive missiles on Cuba. The first missile ship had arrived on the 8<sup>th</sup> and a C.I.A. agent saw missile transporters in the San Cristobal area on the 12<sup>th</sup>, but the C.I.A. discounted such unreliable reports because the American Government thought that the stationing of missiles in Cuba was incompatible with Soviet foreign policy, as the Russians had never previously stationed nuclear missiles outside their own borders. If the USSR should do this she would have missiles ninety miles off the U.S. she would leapfrog NATO and, moreover, face the soft under belly of America.

In August 1962, SAM missiles and 5,000 Russian technicians arrived in Cuba, followed in September by Tlyushin bombers.

Kennedy decided upon a blockade of Cuba. On 24 October, two Soviet ships and a submerged submarine were approaching the 500-mile blockade line (which Kennedy had reduced from 800 miles to give Khrushchev more time to think) and on the previous night the Attorney General, Robert Kennedy had informed the Soviet Ambassador, Dobrynin, that 'We will turn your ships back'. The United States decided upon an invasion of Cuba. Kennedy was informed that the Soviet ships had slowed, then stopped, and finally turned back. Kennedy had reliable estimates of over thirty missiles in Cuba. Enough to kill 80 million Americans.

The world was on the brink of a war. The Russians were informed that Cuba will be invaded on 29 October. They were aware that the US had 1,600 long-range bombers and 37 aircraft-carriers, together three or four times as much fire power as the Soviet Union could put into the air. An invasion of Cuba would bring the world much closer to a Third World War.

On 28 October, Radio Moscow broadcast Khrushchev's reply: 'In order to liquidate with greater speed the dangerous conflict, to serve the cause of peace, and to calm the people of America, orders for the dismantling of the weapons you describe as "offensive", their crating and return to the Soviet Union have been issued.' Kennedy accepted Khrushchev's 'statesmanlike' offer. Within two months no trace was left of the Russian missiles on Cuban soil, the land was ploughed over, the Cold War had lived through its 'warmest' days and a year later, in August 1963, the U.S. and the Soviets agreed to a Partial Nuclear Test Ban Treaty and to a Hot Line telephone contact between Washington and the Kremlin.

*Bown, C. & Mooney, J.: Cold War to Détente 1945 – 80, p. 79 – 86*

## THE MIDDLE EAST

### SOURCES I & J

The central reason for the conflict in the Middle East is that both Palestinian Arabs and Jews claim Palestine - or Israel, as it is now known - as their country. These conflicting claims were put forward on the following grounds:

The Jews see Israel as the 'Promised Land' of the Old Testament. Jews lived in the area from 1000BC. The area was invaded a number of times, and the Jews experienced persecution. Over the next millennium, many Jews fled Palestine, and settled in Eastern Europe and Russia. However, some Jews returned, and by 1914 they made up about 10% of the population of Palestine.

Palestine was taken over by Arabs in the 7<sup>th</sup> century as the Islamic faith expanded its influence. Arabs lived in the region and were in the majority. In 1516 the region was conquered by the Turks and was ruled as part of the Ottoman Empire.

During the First World War, the British and French made a number of agreements with both Arabs and Jews in their attempt to defeat the Ottoman Empire. To gain the support of the Arabs, the British promised them an independent homeland after the war. As a result of this agreement, the Arabs launched a revolt against the Turks.

However, the British also wanted the support of the Jewish community. As a result, the British Foreign Secretary, Arthur Balfour, wrote the Balfour Declaration in 1917, which supported the establishment of a Jewish homeland in Palestine after the war. The Balfour Declaration outraged the Arabs.

At the end of the First World War, Palestine was made a **mandate** under British control. The British mandate lasted until 1948. During this period, Jewish immigration to Palestine increased. By 1937, 30% of the population in Palestine were Jews, many of whom had fled the persecution of the Nazis in Germany. Many Jews bought up whole villages and towns and the Arabs felt that they were being squeezed off their own land. There were riots, strikes and attacks on Jewish settlers arriving in Palestine. War with Germany was imminent and Britain believed it would need Arab support. As a result, in 1939, Britain set a limit on Jewish immigration.

After the war, Britain tried to continue with its policy of limiting Jewish immigration. However, the Holocaust had left many Jews as homeless refugees. Many European countries were reluctant to take them in, so they went to Palestine illegally. The horrors of the concentration camps also made the world more sympathetic to the idea of a Jewish homeland. The Jews in Palestine began a guerrilla campaign against the British. Britain was forced to station 100 000 troops in Palestine to maintain order. Tired of war and experiencing economic problems at home, Britain handed over the problem to the United Nations in 1947. The UN proposed that Palestine be partitioned or divided into a Jewish state (Israel) and an Arab state (Palestine).

### **Middle East Wars**



The UN voted in favour of the creation of the state of Israel, and in May 1948 the State of Israel was proclaimed. The creation of the State of Israel led to a number of significant wars in the Middle East. From the outset, the United States was a firm supporter of Israel and gave both economic and military aid to Israel.

In return, during the 1950s and 1960s, the Soviet Union supplied Egypt and other Arab states with weapons and aid, while the Soviet Union hoped to win allies among the Islamic nations of the world. The Soviet Union also wanted to use its influence to control oil supplies to the United States. Yet another indication of a world divided into two power blocs.

*Friedman, M. et.al.: Focus on History Looking into the Past Grade 12, p. 49 – 53*

#### TEACHER NOTE: LEVELS OF QUESTIONS ASKED (LEVEL 1- LEVEL 3)

Refer to page 31 in the SAG document and note that questions are asked on three levels at different weightings, i.e Level 1 questions will weigh 10%, Level 2 questions will weigh 40% and Level 3 questions will weigh 50%.

Taking cognizance of this, the level and weighting of questions 2.1 -2.4 are

Questions	Level of question	Weighting by mark allocation
2.1	Level 2	8
2.2	Level 1	2
2.3	Level 3	5
2.4	Level 3	5

The level and weighting of questions 2.5 -2.8 are

Questions	Level of question	Weighting by mark allocation
2.5	Level 1	2
2.6	Level 2	8
2.7	Level 3	5
2.8	Level 3	5

**Teachers are required to consider both the levels of questions asked and the related weighting when allocating the marks.**

### **MEMORANDUM EXTENDED WRITING**

How far do the sources you have studied indicate the extent to which the world was divided into two power blocks after 1945, indicate how the Cold War developed and why it did not develop into a 'hot' war?

The learner must have a clear understanding of the meaning of the concepts "ideological spheres of influence" and "Cold War".

The essay will be assessed globally. This approach requires from the educator to score the overall product as a whole, without scoring the component parts separately. Use the matrix provided to assess the essay.

### **SYNOPSIS**

The sources mention the following crises in the division of the world into two power blocks:

**8**

**CASS TASK 2**

**ENRICHMENT ASSIGNMENT  
or ORAL HISTORY  
INVESTIGATION or  
RESEARCH ASSIGNMENT  
(QUESTION 3)**

**OR**

**SOURCE-BASED AND  
EXTENDED WRITING  
QUESTION (QUESTION 1 OR  
2)**

### **Scope of the enrichment assignment, oral history investigation and research assignment**

Learners may choose between an enrichment assignment and an oral history investigation within a research context or a research assignment. This task requires the learner to complete an assignment based on research, which is based on the process of enquiry. A key question is needed where the topic relates to the content framework. The assignment must show evidence of planning and demonstrate that information (evidence) gained through research was used to construct an argument and reach a conclusion based on the key question. Ideally, learners will demonstrate their ability to formulate a question for research and to identify, select and access relevant sources for the assignment. Note the specific scope of the three tasks is outlined in the SAG document where the core criterion provided mediates each task thoroughly. Teachers must mediate these criteria to the learners to enable them to understand fully what is required from them.

**Study the History SAG document, 2007:19-25, to grasp the core criteria for assessing the research assignment, enrichment assignment and oral history investigation**

### **Length of the two tasks**

8-10 pages

### **Conditions under which to conduct the task**

Uncontrolled for these three tasks, however, the conditions will be controlled for those learners who opt to write the source based and extended writing task. See page 11.

### **Weighting of the task**

Mark (50) - 15%

### **QUESTION 3:**

Read the following extract and answer the questions (Note the options) that follow.

**‘When the government announced in 1956 that black women would have to carry passes as men did, the Congress Alliance formed the Federation of South African Women (FEDSAW). The president was Ida Mntwana and the secretary was Ray Alexander. FEDSAW held a series of peaceful anti-pass demonstrations. Another of the leaders was Albertina Sisulu, who spent much of the next seventeen years in and out of jail, and was often banned.**

**On 9 August 1956, 20 000 women participated in a march to the Union Buildings in Pretoria to deliver thousands of protest letters to prime minister Strijdom. Strijdom never replied to the protest. A song especially composed for the occasion (‘You have tampered with the women, you have struck a rock’) became famous in the liberation struggle. Today, National Women’s Day is celebrated on 9 August.**

**In search of History Grade 12, Oxford University Press, 2003: 74**

#### **Oral History Investigation Question:**

Provide a brief background of the active role that women played in the resistance movement in South Africa. Develop a set of interview questions that probes the active role that women played in the resistance movement in South Africa. Focus on an actual historical event where women showed resistance to Apartheid laws. Then conduct the interview with a member of your family that identifies with that historical event and is able to share insight into the struggles that women endured etc. After stating and analyzing the responses share your own thoughts about the value of Women’s Day and how it should be celebrated in your own area.

**The attached oral History project assessment rubric (pages 50-51) may assist the learner in the oral history investigation process.**

## Scope of the oral history project

Oral history projects in Grades 10 – 12 should have a number of components: key question to focus the research; background research to set interviews in context; interviews and transcription of the interviews; a written discussion about how the information in the interviews relates to the period and, at Grade 12 level, an evaluation of the interviews as sources about the past. Optional self-reflection can be included at the end: what has doing this project meant to me [the learner] in terms of personal growth and knowledge and understanding of the period? This self-reflection could also focus on more direct questions, especially in Grade 10, such as: What was the most important thing you learned from the oral histories? Having done the project, what would you like to know more about?

GRADE 12:
Core assessment criteria for research section: Use the criteria for each grade as outlined for the research assignment (Criteria might be added to make the core criteria more appropriate for specific tasks.)
<b>Criterion 1</b> Formulate questions for the project
<b>Criterion 2</b> Identify and access a variety of sources of information
<b>Criterion 3</b> Knowledge and understanding of the period
<b>Criterion 4</b> Historical enquiry
<b>Criterion 5</b> Presentation

## GRADE12

### Criteria for assessing an oral history project

#### **Criterion 1**

##### Interview questions

- The questions were focused and open ended.
- The questions were appropriate and elicited information relevant to the overall question.
- There were sufficient questions.

#### **Criterion 2**

##### Interviewee

- Person(s) interviewed was (were) appropriate.
- The biographical details of the interviewee(s) was (were) given.

#### **Criterion 3**

##### Preparation and planning

- There is evidence of careful preparation for the interviews.
- There is evidence of project planning.
- All preparation and planning notes are included in the project.

#### **Criterion 4**

##### Presentation of the information from the interviews

- The interviewee(s) was (were) placed in historical context.
- The context for understanding the interview(s) was given.
- The information from the interviews was placed in historical context.
- The information from the interviews was accurately transcribed (if a tape recorder was used).
- The information from the interviews was analysed and organised coherently, showing different points of view if appropriate.
- The presentation of the project to the class was clear and effective.

#### **Criterion 5**

##### Self-reflection

- Comments show depth of thought about the process and the product.

Extracted from a DoE Resource document, DoE workshop 2

## FET: ORAL HISTORY PROJECT ASSESSMENT RUBRIC

CATEGORY OF CRITERIA	4	3	2	1
<b>HISTORICAL CONTEXTUALISATION/ RESEARCH</b>	Establishes a strong historical background for understanding the interview drawing evidence from a wide variety of sources. Limited information used intelligently and provides a clear context for understanding the interview. Provides a strong sense of the interviewee's background with extended use of dates, details and anecdotes to provide historical context. Interviewee's past is clearly established in the context of the interview period.	Establishes an historical background for understanding the interview drawing some evidence from other sources. Limited information available used to provide a context for understanding the interview. Provides a sense of the interviewee's background with limited use of dates, details and anecdotes to partially establish in the context of the interview period.	Establishes a weak background for understanding the interview drawing evidence only from one or two sources. Limited information available used only to a certain extent to provide a context for understanding the interview. Provides an unclear sense of the interviewee's background and does not include dates, details and anecdotes to provide context. Interviewee's past is not established in the context of the interview period.	No historical background for understanding the interview is established. Provides no sense of the interviewee's background and the interviewee's past is not established in the context of the interview period.
<b>PLANNING</b>	The project was guided by a detailed and effective research plan which included a clear research focus, budget and timetable. The goals are clearly defined and used in terms of the central research questions to be answered. Human, physical and financial resources were used effectively in planning the oral project. Highly effective management through careful and on-going monitoring.	The project was guided by a research plan which included a basic research focus, budget and timetable. The goals are defined and used in terms of the central research questions to be answered. Human, physical and financial resources were used in planning the oral project. Proper management through careful and on-going monitoring.	The project was guided by a research plan, but was not properly used to manage the project. The goals are to a certain extent defined in terms of the central research questions to be answered. Human, physical and financial resources were not properly used in planning the oral project. The project is not managed and monitored throughout the duration of the project.	No research plan was used to manage the project. No clear goals are defined in terms of the central research questions to be answered. Human, physical and financial resources were available, but not used in planning the oral project. The project is very poorly managed and monitored.
<b>INTERVIEW</b>	The interview and interviewee were properly contextualised on tape before the interview started. Open-ended questions were asked that reflect thoroughness of research and an ordered plan for conducting the interview. Follow-up questions are utilized to clarify points put forth by the interviewee's responses. The content and manner in which interview questions were asked helped the interviewee to feel at ease and were based on mutual trust. This helped the interviewee to gradually reveal meaningful and useful information.	The interview and interviewee were properly contextualised on tape before the interview started. Questions some of which were open-ended that reflect thoroughness of research and an ordered plan for conducting the interview were asked. Limited use of follow-up questions to clarify points put forth by the interviewee's response. The content and manner in which interview questions were asked helped the interviewee to a certain extent to feel at ease. This helped the interviewee to trust the interviewer gradually.	The interview and interviewee were not properly contextualised on tape before the interview started. The questions asked lack open-endedness and did not reflect thorough research. Questions are unorganized and at times do not remain focused on the period or event in question. Follow-up questions to clarify points put forth by the interviewee's responses are missing. The way in which the interview was conducted was not very conducive to help the interviewee to feel at ease.	The interview and interviewee were not contextualised on tape before the interview started. Only a few questions were extended to the interviewee. Questions are not open-ended and not developed to clarify interviewee's response. Questions are posed in an unorganized manner and do not always relate to the period or event being examined.
<b>TRANSCRIBING &amp; EDITING</b>	Transcription reflects very clearly the tone of response, sounds, expressions and includes informational footnotes that clarify ambiguous statements or references.	Transcription reflects to a great extent the tone of response, sounds, expressions and includes some footnotes that clarify statements or references.	Transcription reflects to a certain extent the tone of response, but does not include any further informational footnotes that clarify ambiguous statements or references.	Transcription does not reflect the nature of the response and contains no informational footnotes that clarify ambiguous statements or references.



ANALYSING & SUMMARISING	Sophisticated thesis that clearly establishes historical value. Application of historical contextualization in order to assess where the interview fits into the historiography of the particular period or event. Use of the interview, through quotations, to support interviewer's interpretations. The analysis considers both sides of the historical event or period that the interview covers intensively. The project is excellently and clearly structured and organized. It is also well written.	Contains a thesis that establishes historical value. To varied degrees historical contextualization is used in order to assess where the interview fits into the historiography of the particular period or event. Limited use of the interview, through quotations, to support interviewer's interpretations. The analysis mostly considers both sides of the historical event or period that the interview covers. The project is well structured, organized and written.	Presents a limited, confused and/or poorly developed thesis assessing historical value. Ineffective application of historical contextualization in order to assess where the interview fits into the historiography of the particular period or event. Interview, through quotations, is not effectively used to support interviewer's interpretations. Applied analysis and historical explanation of the historical event or period that the interview covers to a certain extent. Attempted a structure.	Contains no thesis or a thesis that does not address historical value. No or ineffective use of historical contextualization in order to assess where the interview fits into the historiography of the particular period or event. No or ineffective use of the interview, through quotations, to support interviewer's interpretations. Applied analysis and historical explanation occasionally or not at all. No structure.				
	PRESENTATION/ DISSEMINATING ORAL TESTIMONIES	The purpose behind the oral history project was extremely well used to present the material. The medium chosen complements the goals of the project excellently. It also ensures that it builds on the comparative advantage of oral evidence.	The purpose behind the oral history project determined the way the material is used and presented. The medium chosen complements the goals of the project to a great extent and helps to build on the comparative advantage of oral evidence.	The purpose behind the oral history project was not effectively used in the presentation. The medium chosen reflects to a certain extent the goals of the project. It did not use the comparative advantage of oral evidence effectively.	The purpose and goal behind the oral history project were not properly reflected in the presentation. The comparative advantage of oral evidence was not used at all.			
			ENCIRCLE THE PREDOMINANT CODE					
			4	3	2	1		

[Some of the descriptors included above were adapted from a rubric developed by St Andrews Episcopal School, USA. Whitman, G (2002) [Oral history in the classroom. Available : http://www.doinghistory.org](http://www.doinghistory.org)]

**OR**

**Research Assignment Question:**

Women played a critical role in democratizing our nation. Do you agree with this statement? Substantiate your answer by providing evidence from research of at least two women who played such a role.

GRADE 12
Core assessment criteria for assessing research assignments (Criteria might be added to make the core criteria more appropriate for specific tasks.)
<b>Criterion 1</b> Formulate questions about concepts within the chosen topic <ul style="list-style-type: none"><li>• Key concepts within the chosen topic (which relates to the Grade 12 content framework) have been identified – see Appendix 5.</li><li>• Questions of How..., Why ..., What ..., Where ... are used relating to the concepts and/or issues.</li></ul>
<b>Criterion 2</b> Identify and access a variety of sources of information <ul style="list-style-type: none"><li>• A variety of possible sources have been identified.</li><li>• The sources were all relevant to the research topic.</li><li>• Sources used have been evaluated for their appropriateness.</li><li>• Bias/stereotypes/possible gaps have been identified in the sources if appropriate.</li></ul>
<b>Criterion 3</b> Knowledge and understanding of the period <ul style="list-style-type: none"><li>• There is clear understanding of the key issues and concepts related to the area of research.</li><li>• Information has been used in a way that shows knowledge and understanding of the area of research.</li></ul>
<b>Criterion 4</b> Historical concepts and interpretation (where appropriate) <ul style="list-style-type: none"><li>• Historical concepts relevant to the topic have been analysed.</li><li>• Dynamics of change have been identified and explained.</li><li>• Various interpretations and points of view have been compared and contrasted.</li></ul>

**Criterion 5**

## Historical enquiry and communication

- The information and data selected from the sources are relevant.
- Information and data have been analysed and controversial issues noted where appropriate.
- Information is coherent and presented logically and chronologically.
- Argument is well planned and constructed and shows independent thinking.
- Evidence has been used to highlight and support a logical and sustained argument or analysis.
- Quotations have been used to support an argument or analysis.

**Criterion 6**

## Presentation

- Illustrations, if any, are correctly contextualised and reasons given for including them.
- The sources of all illustrations and quotes are acknowledged, either in a footnote or at the end of the assignments
- Footnotes and bibliography are clear and consistent.
- Bibliography and footnotes are correctly set out and all sources (including Internet sources) that were consulted are properly acknowledged.

**Criterion 7**

## Plagiarism

- Own words, apart from quotations, have been used throughout the assignment.
- All quotations are acknowledged.
- None of the assignment has been plagiarised.

**OR**

**Enrichment Assignment question:**

Women played a critical role in democratizing our nation. Do you agree with this statement? Substantiate your answer by providing evidence from research of one particular event (6 pages) that illustrates the force of women in the resistance movement. Then provide a poster that depicts the force of women or the impact that was made by them in the resistance movement.

**Scope of the enrichment activity**

An enrichment activity is a creative, original, new, fresh way of presenting investigations in History or research work that cannot be categorised as a traditional or conventional research assignment. The assignment will follow all the steps of the research assignment with the difference that the ultimate presentation of the investigation or research will have creative elements, for example documentaries, videos, biographies, multimedia presentations, posters, public history, investigation of heritage, festivals and related values, poems and local histories. This type of assignment provides for different learning styles.

**Elements of an enrichment activity:**

- Enquiry skills should be reflected: learners must extract and organise evidence and transform it to present it in a different format.
- The activities should provide opportunities for learners to demonstrate a range of historical skills, which could vary considerably from task to task.
- All enrichment activities must show evidence of understanding the historical period and should be based on sources.
- Sources consulted should be acknowledged –on the back or on an accompanying sheet of paper.
- Assessment should reflect both process and product.
- Learners' progress should be monitored as they work on the assignment.
- Assessment criteria need to be developed according to the specific tasks.

A collection of pictures or pieces of writing pasted onto a sheet of paper or something downloaded from the Internet is not an enrichment assignment and should not be accepted.

There will be a core set of criteria for assessing. Each form of enrichment activity will then have an additional set of criteria to assess that particular form of communication.

GRADES 10 – 12
Core assessment criteria for all enrichment assignments
<b>Criterion 1</b> Clear evidence of planning and research <ul style="list-style-type: none"><li>• There is an overall key question for the assignment.</li><li>• The assignment shows evidence of planning.</li><li>• Sources on which the assignment is based have been identified.</li><li>• The presentation reflects the evidence or information from the sources.</li><li>• Sources have been acknowledged in a correctly written bibliography attached to the assignment.</li><li>• The presentation is clear and coherent and has a clear message.</li><li>• There is evidence of creative, original, new, fresh ways of presenting investigations.</li></ul>
<b>Criterion 2</b> Historical context <ul style="list-style-type: none"><li>• The product clearly relates to the historical period under study.</li></ul>

GRADES 10 – 12
The following are criteria for guiding learners in creating a poster and for assessing a poster – different criteria will be needed for other forms of presentation, e.g. models, role play, etc.:
<b>Criterion 1</b> Target audience <ul style="list-style-type: none"> <li>• The target audience has been clearly identified.</li> </ul>
<b>Criterion 2</b> Slogan or written message <ul style="list-style-type: none"> <li>• If there is a slogan, the slogan/words effectively communicate the poster's message.</li> <li>• Does the poster have an overt or literal message (in-your-face message)?</li> <li>• Does the poster have a covert or hidden message?</li> </ul>
<b>Criterion 3</b> Visual images or message <ul style="list-style-type: none"> <li>• The choice of visual images effectively supports the poster's message.</li> <li>• The images reflect the historical period.</li> </ul>
<b>Criterion 4</b> Design features of the poster <ul style="list-style-type: none"> <li>• There is evidence of planning and thought in the design of the poster.</li> <li>• The design of the poster clearly supports the overt and covert messages.</li> <li>• The use of font style and the size of the writing and variations support the message of the poster.</li> <li>• The use of design elements, namely line, tone, colour, shape, space (depth) and pattern support the message of the poster.</li> <li>• The use of symbols is appropriate to the message of the poster.</li> </ul>
<b>Criterion 5</b> Creativity <ul style="list-style-type: none"> <li>• The poster is original (evidence of own work) and eye-catching (design features).</li> </ul>

Note: Learning Outcome 3: Assessment Standard 4 deals with effective communication. This will be different according to the type of communication and criteria will need to be developed to suit the task. Here, the second set of criteria spell out effective communication in terms of this particular task – that is, the design of an effective poster to communicate information.

**9**  
**CASS TASK 3**

**HERITAGE  
INVESTIGATION  
(QUESTION 4)**

**GRADE: 12**

**HERITAGE ASSIGNMENT (75 MARKS)**

THEORETICAL PART THAT DEALS WITH THE ASSIGNMENT THAT WAS STARTED IN GRADE: 11.  
THIS SECTION WILL BE BASED ON IDEOLOGIES AND DEBATES AROUND HERITAGE, COMPARING DIFFERENCES BETWEEN MEMORIALS IN DIFFERENT KNOWLEDGE SYSTEMS ( and if appropriate, archaeology's contribution).

**Scope of the heritage assignment**

This is a compulsory task. Activities linked to Learning Outcome 4 might take the form of problem solving linked to current issues around heritage and public representations where learners could be asked to present plans for community memorials, heritage sites, museums, etc. or more straightforward investigations into local or national heritage sites. This could be linked to indigenous knowledge about a place or area or to tourism, national commemoration days and so on. The main idea is to broaden learners' understanding of the past and how it is represented and to take History out of the confines of the classroom. The heritage assignment in Grade 12 could be an extension of the practical assignment carried out in Grade 11. However, if teachers wish and time allows it, a new assignment can be completed. The Assessment Standards in Grade 12 require learners to understand and discuss ideologies and debates around heritage issues; to compare memorials linked to different knowledge systems and to understand the contribution of archaeology and palaeontology to our understanding of heritage. This could form an introduction added to the Grade 11 practical project.

The Assessment Standards of Learning Outcome 4 will need to be adapted to suit individual heritage assignments. It is not possible to have all aspects of the last criterion, for example, in one heritage assignment. Those not included will need to be addressed separately.



<b>GRADE 12</b>
Core assessment criteria from Learning Outcome 1 (Criteria might be added to make the core criteria more appropriate for specific tasks.)
<b>Criterion 1</b> Formulate questions about concepts within the chosen topic <ul style="list-style-type: none"> <li>• Key concepts within the chosen topic have been identified.</li> <li>• There is an overall key question.</li> </ul>
<b>Criterion 6</b> Historical enquiry <ul style="list-style-type: none"> <li>• The information and data selected from the heritage sources is relevant.</li> <li>• Information and data have been analysed and controversial issues noted where appropriate.</li> <li>• Information is coherent and presented logically and chronologically.</li> <li>• The argument is well planned and constructed and shows independent thinking.</li> <li>• The evidence has been used to highlight and support a logical and sustained argument or analysis.</li> </ul>

<b>GRADE 12</b>
<b>Learning Outcome 4</b>
<ul style="list-style-type: none"> <li>• Ideologies and debates around heritage issues and public representations have been explained.</li> </ul>
<ul style="list-style-type: none"> <li>• Ways in which memorials are constructed in different knowledge systems have been compared.</li> </ul>
<ul style="list-style-type: none"> <li>• The relationship between archaeology, palaeontology and other knowledge systems in understanding heritage has been investigated.</li> </ul>

**OR**

**HERITAGE ASSIGNMENT (75 MARKS)**

**“What’s in a name?”. This a quotation from William Shakespeare.**

**Choose an area in which you live or an area of your choice (in which you do not live). Research one of its current/present street names.**

- **You should ascertain where it comes from**
- **Reason for choice of name**
- **Show aspirations of those in power at the time of selection of the name.**
- **Compare it with a name it had in the past.**
- **Ascertain if people were in favour of the name change.**
- **Do they subscribe to the principles of the SAGNC?**
- **Include pictorial representations/photographs/newspaper articles and journals to show depth of your research.**
- **Your research should include a captivating cover page, bibliography and an index page**

***The process of a name change is an administrative action by an organ of state. Based on the research that you have done on Heritage in Grade 11, Is it arrogance or ignorance that can defend the retention or change of place names.***

**In your deliberation, give attention to:**

- **Sensitivity/insensitivity to people who are affected by this**
- **Praise of heroes**
- **People and their claim to heritage**
- **Symbolism for a tribe, culture, ethnic group**
- **The public’s opinion**
- **Your opinion/conclusion**

# OR

## **HERITAGE ASSIGNMENT (75 MARKS)**

**Our calendar is characterized by national days. These days commemorate some historical importance. Choose any two of these days and research how the significance of each came about.**

**You should focus on :**

- The heritage significance of these days to the community
- Historic, social, aesthetic and spiritual value for the past, the present and future generations
- How significant are these days to you.
- How these days are being commemorated
- Sites of significance relating to these national days

***Associations mean the special connections that exist between people and events or places.***

**Do you associate with the National Days, if so in what way ? Do you agree with the inclusion and the exclusion of these and other days that have/have not a heritage significance to you?**

**In your deliberation:**

- Consider ways in which the past is symbolized
- Research National days of the past
- Debate contentious issues
- National days can change over time
- The social and political influence of National days.

**OR**

**HERITAGE ASSIGNMENT (75 MARKS)**

**Our Unsung Heroes:**

**Investigate the life of a leader of your community, and show how the individual made a difference to your community.**

**Your Research must reflect:**

- **Pictures/pictorial representation of the person**
- **Why you chose the person**
- **Show a clear understanding of the historical context in which the individual worked**
- **How this individual helps us to understand events of the past**
- **What you have learnt personally from carrying out such research**
- **Your personal reflection**
- **Acknowledge all sources used. Include a bibliography.**

### **Competence descriptors:**

<b>CODE</b>	<b>SCALE</b>	<b>MARK</b>	<b>Competence Descriptor</b>
<b>1</b>	<b>0% - 29%</b>	<b>0 -22</b>	<ul style="list-style-type: none"> <li>• Extract relevant information and data from sources and organize logically</li> <li>• Explain why there are different interpretations of historical events, people's actions and changes</li> <li>• Plan and construct an argument based on evidence</li> <li>• Communicate knowledge and understanding in a variety of ways (e.g. written, oral, enactive and visual)</li> <li>• Give an explanation of what is meant by heritage and public representations and of importance of conservation of heritage sites and public representations</li> </ul>
<b>2</b>	<b>30% - 39%</b>	<b>23-29</b>	<ul style="list-style-type: none"> <li>• Categorise appropriate/relevant sources of information provided to answer the questions raised</li> <li>• Analyse the information and data gathered from a variety of sources</li> <li>• Use evidence to formulate an argument and reach and independent conclusion</li> <li>• Use evidence to substantiate independent conclusions reached</li> <li>• Analyse public representations and commemoration of the past (e.g monuments and museum displays)</li> <li>• Identify debates around knowledge systems</li> </ul>
<b>3</b>	<b>40% - 49%</b>	<b>30-37</b>	<ul style="list-style-type: none"> <li>• Interpret and evaluate information and data from the sources</li> <li>• Examine and explain the dynamics of changing power relations within the aspects of societies studied, and compare and contrast people's actions, events and changes in order to draw independent conclusions about the actions or events</li> <li>• Sustain and defend a coherent and balanced argument with evidence provided and independently accessed</li> <li>• Communicate knowledge and understanding in a variety of ways including discussion (written and oral) and debate</li> <li>• Explain ideologies and debates around heritage issues and public representations</li> </ul>

<b>4</b>	<b>50% - 59%</b>	<b>38-44</b>	<ul style="list-style-type: none"> <li>• Access a variety of relevant sources of information in order to carry out an investigation</li> <li>• Interpret and evaluate information and data from the sources</li> <li>• Engage with sources of information, evaluating their usefulness for the task, including stereotypes, subjectivity and gaps in the evidence available</li> <li>• Compare and contrast interpretations and perspectives of people's actions, events and changes in order to draw independent conclusions about actions and events</li> <li>• Identify when an interpretation of statistics may be controversial and engage critically with the conclusions presented by the data</li> <li>• Sustain and defend a coherent and balanced argument with evidence provided and independently accessed</li> <li>• Communicate knowledge and understanding in a variety of ways including discussion (written and oral), debate, creating a piece of historical writing using variety of genres, research assignments, graphics, oral presentations</li> <li>• Explain ideologies and debates around heritage issues and public representations</li> <li>• Compare ways in which memorials are constructed in different knowledge systems (eg. monuments, ritual sites)</li> </ul>
<b>5</b>	<b>60% - 79%</b>	<b>45-59</b>	<ul style="list-style-type: none"> <li>• Evaluate the significance of the source to contemporaries</li> <li>• Understand how various knowledge systems develop, co-exist and/or influence production of knowledge</li> <li>• Provide well-substantiated judgments on historical concepts</li> <li>• Communicate using conventional historical communication methods ( e.g use of a variety of sources, referencing, use of bibliography)</li> <li>• Critically utilize information from sources, analyse and evaluate interpretations and approaches to heritage and public representation issues</li> <li>• Explain relationships between political power and the creation of public representation</li> <li>• Investigate major contributions by archaeology, palaeontology and other knowledge systems to historical knowledge</li> </ul>
<b>6</b>	<b>80% - 100%</b>	<b>60-75</b>	<ul style="list-style-type: none"> <li>• Evaluate and analyse the impact of the formulation of historical questions on historical knowledge produced</li> <li>• Make connections between historical concepts, knowledge systems, perspectives and the ideologies</li> </ul>


			<p>within which they developed</p> <ul style="list-style-type: none"> <li>• Show effective handling and arrangement of ideas supported by evidence</li> <li>• Utilize and show awareness of knowledge and skills from a variety of knowledge systems, perspectives, ideologies and approaches</li> <li>• Cope with the variety and multitude of historical information available on heritage and public representation</li> <li>• Explain how singular and multiple perspectives contributed to the development of public representation</li> </ul>
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**GRADE 10-12**

**SCHOOL  
MODERATION TOOL**



## EVIDENCE OF GRADE 10, 11 and 12 SCHOOL MODERATION

..... DISTRICT OFFICE		
<b>SUBJECT</b>		
<b>GRADE</b>		
<b>NAME OF SCHOOL</b>		
<b>NAME OF EDUCATOR (S)</b>		
<b>NAME OF HOD</b>		
<b>DATES</b>		

STANDARD OF ASSESSMENT TASK	YES	NO	COMMENTS
Does the task reflect the <b>LO</b> and <b>AS</b> for the grade?			
Is the <b>duration</b> of the paper indicated?			
Are the <b>instructions</b> clear?			
Is the <b>mark allocation</b> in accordance with Subject Assessment Guideline Document?			
Does the paper cater for a variety of questions?			
<b>ASSESSMENT TOOLS</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
Are the <b>assessment tools</b> for every assessment task included in the educator's portfolio file e.g rubric, memoranda, checklists etc.?			
Are the marks <b>appropriately allocated</b> ?			
<b>MARKING</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
Is <b>marking</b> done according to the assessment tool?			
Are the marks correctly added?			
<b>RECORDS</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
Is the <b>subject working mark sheet</b> included in the educator's portfolio file?			
Are the <b>learners' marks</b> corresponding with the mark sheet?			
Are the marks correctly converted according to Subject Assessment Guideline Documents?			
Is there evidence of <b>cluster</b> moderation?			
Number of activities completed	<div style="border: 1px solid black; padding: 2px; display: inline-block;">NO</div> <div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block; vertical-align: middle;"></div>	Specify :	
<b>NAMES OF LEARNERS WHOSE PORTFOLIOS WERE MODERATED and COMMENTS</b>			

AREAS OF GOOD PRACTICE

CHALLENGES

RECOMMENDATIONS

\_\_\_\_\_  
HOD/ SUBJECT HEAD

\_\_\_\_\_  
SIGNATURE

\_\_\_\_\_  
DATE


\_\_\_\_\_  
EDUCATOR

\_\_\_\_\_  
SIGNATURE

\_\_\_\_\_  
DATE

SCHOOL STAMP	
_____ PRINCIPAL'S SIGNATURE	_____ DATE

## EVIDENCE OF GRADE 10, 11 and 12 SCHOOL MODERATION

..... DISTRICT OFFICE		
<b>SUBJECT</b>		
<b>GRADE</b>		
<b>NAME OF SCHOOL</b>		
<b>NAME OF EDUCATOR (S)</b>		
<b>NAME OF HOD</b>		
<b>DATES</b>		

STANDARD OF ASSESSMENT TASK	YES	NO	COMMENTS
Does the task reflect the <b>LO</b> and <b>AS</b> for the grade?			
Is the <b>duration</b> of the paper indicated?			
Are the <b>instructions</b> clear?			
Is the <b>mark allocation</b> in accordance with Subject Assessment Guideline Document?			
Does the paper cater for a variety of questions?			
ASSESSMENT TOOLS	YES	NO	COMMENTS
Are the <b>assessment tools</b> for every assessment task included in the educator's portfolio file e.g rubric, memoranda, checklists etc.?			
Are the marks <b>appropriately allocated</b> ?			
MARKING	YES	NO	COMMENTS
Is <b>marking</b> done according to the assessment tool?			
Are the marks correctly added?			
RECORDS	YES	NO	COMMENTS
Is the <b>subject working mark sheet</b> included in the educator's portfolio file?			
Are the <b>learners' marks</b> corresponding with the mark sheet?			
Are the marks correctly converted according to Subject Assessment Guideline Documents?			
Is there evidence of <b>school</b> moderation?			
Number of activities completed	<div style="border: 1px solid black; padding: 2px; display: inline-block;">NO</div> <div style="border: 1px solid black; width: 40px; height: 20px; display: inline-block; vertical-align: middle;"></div>		Specify :
<b>NAMES OF LEARNERS WHOSE PORTFOLIOS WERE MODERATED</b>			
1.			
2.			
3.			
4.			

AREAS OF GOOD PRACTICE

CHALLENGES

RECOMMENDATIONS

\_\_\_\_\_  
MODERATOR

\_\_\_\_\_  
SIGNATURE

\_\_\_\_\_  
DATE

\_\_\_\_\_  
EDUCATOR

\_\_\_\_\_  
SIGNATURE

\_\_\_\_\_  
DATE

\_\_\_\_\_  
CLUSTER LEADER

\_\_\_\_\_  
SIGNATURE

\_\_\_\_\_

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