

SECTION 4: ASSESSMENT IN SOCIAL SCIENCES

4.1 Introduction

Assessment is a continuous planned process of identifying, gathering and interpreting information regarding the performance of learners, using various forms of assessment. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings and using this information to understand and thereby assist the learner's development in order to improve the process of learning and teaching. Assessment should be both informal and formal. In both cases regular feedback should be provided to learners to enhance their learning experience.

Guidelines for good assessment practices in Geography and History

The aims and skills in the subject must be applied to the content knowledge as well as to the tests, projects, tasks and examinations. In assessing knowledge, teachers will be assessing the learner's ability to achieve the aims and demonstrate the skills outlined in Section 2 of CAPS. To enable learners to achieve and demonstrate the skills, they will need to have a full grasp and understanding of the content and concepts outlined in Section 3 of CAPS. Memory skills remain important.

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

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

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

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

4.2 INFORMAL OR DAILY ASSESSMENT

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

Informal assessment is a daily monitoring of learners' progress. This is done through observations, discussions, practical demonstrations, learner-teacher conferences, informal classroom interactions, class tests, homework, etc. Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with learners how learning is progressing. Informal assessment should be used to provide feedback to the learners and to inform teaching, but need not be recorded. It should not be seen as separate from learning activities taking place in the classroom. Learners or teachers can mark written informal assessment tasks.

Self-assessment and peer assessment actively involve learners in assessment. This is important as it allows learners to learn from and reflect on their own performance. The results of the informal daily assessment tasks are not formally recorded, unless the teacher wishes to do so. Much of this may be structured by working through activities provided in the textbook. Other reliable sources of information that may enrich the curriculum can be used with careful selection and discretion. Evidence of learner's work, including assessment, should be kept in the learner's notebook.

4.3 FORMAL ASSESSMENT

All assessment tasks that make up a formal programme of assessment for the year are regarded as formal assessment. Formal assessment tasks are marked and formally recorded by the teacher for promotion and progression purposes. All formal assessment tasks are subject to moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained.

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

4.3.1 Formal assessment requirements for Social Sciences

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

Learners must complete **ONE** formal assessment each term for Geography and for History. Formal assessments include **tests, projects, tasks and examinations** (Refer to the programme of assessment).

4.3.2 Types of formal assessment for Social Sciences

Projects

Learners complete ONE project in Social Sciences in each grade. They therefore do a project in either Geography or History in a given year. For more details on projects and which content they assess, refer to Section 2 of CAPS.

Tasks

Tasks should be designed to cover the content and concepts of the subject. They must consist of various questions and should assess the aims and skills of the 2 Social Sciences disciplines (Geography and History).

Tasks must be source-based (historical sources, pictures, maps, graphs, table, charts, etc.) and can include a combination of the following:

- Writing short answers to questions (these may be single words, short phrases or sentences)
- Writing paragraphs and from Grade 7, sequencing these into essays
- Researching questions or topics
- Writing up a small piece of research
- Reading and summarising
- Recording observations
- Answering questions (short and longer responses)
- Completing worksheets
- Drawing and labelling
- Matching, sorting, listing, describing and comparing texts, graphs, maps, photographs, pictures
- Making connections between causes and effects
- Identifying similarities and differences
- Selecting and organising information
- Analysing and synthesising
- Reading, completing and drawing maps
- Working with data (graphs and tables)
- Finding and/ or working with sources
- Cross-referencing and comparing information
- Giving an explanation (orally, written or visually)
- Identifying and discussing issues
- Expressing and justifying a view
- Evaluating ideas and actions
- Detecting bias
- Doing a presentation (orally, written or visually)
- Interpreting photographs and writing captions
- Participating in structured, prepared discussion, debate or role play.

Tests and examinations

Tests and examinations should cover a substantial amount of content. Refer to the Programme of Assessment and examination guidelines. Tests and examinations must be completed under strictly controlled and supervised conditions. Each test and examination must cater for a range of cognitive levels. (Refer to the table in the section on planning for assessment later in this section).

Cognitive level	Percentage
Lower order: Remember	30
Middle order: Understand and apply	50
Higher order: Analyse, evaluate and create	20

Before handing out an assessment task to learners, teachers should ensure that they are able to answer all the questions themselves. When teacher set an assessment task, they should draw up a marking guideline/ memorandum of answers and/ or a rubric for the assessment. A generic rubric for assessing paragraphs is included under 4.5.2 (for Geography) and 4.5.7 (for History).

Teachers should mark assessment tasks without delay. Learners should receive continuous, constructive feedback both informally and formally. Feedback should acknowledge strengths and identify areas of weakness for learner' developmental needs. Action plans on how learners will be supported should accompany this feedback. It is important that the feedback provided to learners encourages them to do better and builds their self-confidence.

Planning for assessment

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

Follow these steps when designing your own task:

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

Formal assessments must cater for a range of cognitive levels and abilities of learners as shown below. Assessment tasks should include low, middle and high order questions

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

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4.4 PROGRAMME OF ASSESSMENT

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

The **marks** for Formal Assessment Tasks in **Terms 1 and 3** are as follows:

Grade 7: 50

Grade 8: 50

Grade 9: 50

For June and November examination marks, please refer to the examination framework

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Grade 7 Programme of Assessment

Term	Discipline	Forms of Assessment	Content	Marks	
Term 1	Geography	Project	<ul style="list-style-type: none"> Maps skills (focus: local maps) 	50	School Based Assessment 40%
	History	Task: Source-based questions and paragraph writing (NB: Learners must be introduced to three paragraph essay writing which will only be formally assessed in the June examination. Essay writing should be part of informal/formative assessment in Term 1). Paragraphs must be structured as follows: <ul style="list-style-type: none"> Topic sentence Main points Conclusion 	<ul style="list-style-type: none"> The kingdom of Mali and the city of Timbuktu in the 14th century 	50	
Term 2	Geography	June exams	<ul style="list-style-type: none"> Maps skills (focus: local maps) Earthquakes, volcanoes and floods 	20 marks (40%) 30 marks (60%)	
	History	June exams	<ul style="list-style-type: none"> The kingdom of Mali and the city of Timbuktu in the 14th century. The Transatlantic slave trade 	20 marks (40%) 30 marks (60%)	
Term 3	Geography	Test: Data-handling, case study and paragraph writing	<ul style="list-style-type: none"> Population growth and change (focus: World) 	50	
	History	Test: Source-based and paragraph writing	<ul style="list-style-type: none"> Colonisation of the Cape in the 17th and 18th centuries 	50	
Term 4	Geography	End-of-year Examination	Term 1 – 4 content	Term 1 – 4 content allocated 25 marks each. Total: 100 marks	Year-end exams 60%
	History	End-of-year Examination	Terms 3 – 4 content	100	

Grade 8 Programme of Assessment

Term	Discipline	Forms of Assessment	Content	Marks	School-Based Assessment 40%
Term 1	Geography	Test: Map reading, analysis and interpretation.	<ul style="list-style-type: none"> • Maps and globes (focus: global and local) 	50	
	History	Test: Source-based, paragraph writing and essay writing	<ul style="list-style-type: none"> • The Industrial Revolution in Britain and Southern Africa from 1860. 	50	
Term 2	Geography	June examination	<ul style="list-style-type: none"> • Maps and globes (focus: global and local) • Climate regions (focus: South Africa and world) 	40 marks (40%) 60 marks (60%)	
	History	June examination	<ul style="list-style-type: none"> • The Industrial Revolution in Britain and Southern Africa from 1860 • Mineral Revolution in South Africa 	100	
Term 3	Geography	Project	<ul style="list-style-type: none"> • Settlement (Africa with a focus on South Africa) 	50	
	History	Task: Source-based questions, paragraph writing and essay writing	<ul style="list-style-type: none"> • The scramble for Africa: late 19th century 	50	
Term 4	Geography	End-of-year examination	<ul style="list-style-type: none"> • Terms 1- 4 content 	Term 1 - 4 = 25 marks each - 100	
	History	End-of-year examination	<ul style="list-style-type: none"> • Terms 3 – 4 content 	100	

Grade 9 Programme of Assessment

Term	Discipline	Forms of Assessment	Content	Marks	
Term 1	Geography	Test: Map reading, analysis and interpretation	<ul style="list-style-type: none"> Map skills (focus: topographic and orthophoto maps) 	50	School-Based Assessment 40%
	History	Test: Source-based test and essay writing	<ul style="list-style-type: none"> World War II – The causes and outbreak (1919-1945) 	50	
Term 2	Geography	June Examination	<ul style="list-style-type: none"> Map skills (focus: topographic and orthophoto maps) Development issues (Focus: South Africa and world) 	40 (40%) 60 (60%)	
	History	June examination	<ul style="list-style-type: none"> World War II The Nuclear Age and the Cold War 	100	
Term 3	Geography	Task: Case study, paragraph writing and map skills	<ul style="list-style-type: none"> Surface forces that shape the earth (Physical Geography) 	50	
	History	Oral History Project	<ul style="list-style-type: none"> Turning points in South African history 1948 and 1950s 	50	
Term 4	Geography	End-of-year examination	<ul style="list-style-type: none"> Terms 1 – 4 content 	Term 1 - 4 content allocated 25 marks each	Year-end exams 60%
	History	End-of-year examination	<ul style="list-style-type: none"> Terms 3 – 4 content 	100	

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4.5 ASSESSMENT GUIDELINES AND EXAMINATIONS FRAMEWORK: SENIOR PHASE

4.5.1 Geography Grades 7-9

Paragraphs in Geography should be structured as follows:

- Topic sentence
- The main point/s
- The concluding sentence

4.5.2 Assessment Guidelines for a paragraph:

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

Examinations Framework for Grades 7- 9: GEOGRAPHY

GRADE 7 JUNE EXAMINATION FRAMEWORK

NB: Answer all Questions			
QUESTION NO	TYPE OF QUESTION	TERM CONTENT	MARKS
1.	<p>Questions on reading, analysis and interpretation of local maps.</p> <p>NB: Do not use topographical maps and orthophoto maps in Grade 7. The questions should include map symbols, distance measurements and calculations, compass directions, and grid references.</p>	Term 1 Content	40
2.	<p>Diagrams/ illustrations on the structure of the earth</p> <p>Source – based questions (use a world map) to show location of volcanoes and earthquakes around the world.</p> <p>Case studies on earthquakes and floods.</p> <p>NB: Case studies should be from the 21st Century. Case studies on floods should be based in South Africa.</p>	Term 2 Content	60
TOTAL			100

GRADE 7 NOVEMBER EXAMINATION FRAMEWORK

NB: Answer all questions			
QUESTION NO	TYPE OF QUESTION: Questions should be based on:	TERMS	MARKS
1.	Map reading, analysis and interpretation NB: Include definition of concepts, map symbols, distance measurements and calculations, compass directions, and grid references.	Term 1	25
2.	Source-based, a case study and definition of concepts.	Term 2	25
3.	Source-based, data handling, definition of concepts.	Term 3	25
4.	Case study, definition of concepts, data handling and paragraph writing.	Term 4	25
TOTAL			100

GRADE 8 JUNE EXAMINATION FRAMEWORK

NB: Answer all Questions			
QUESTION NO	TYPE OF QUESTIONS: Questions should be based on:	TERMS	MARKS
1.	Map reading, analysis and interpretation, extracting information from satellite images, time zones on a world map, and definition of concepts.	1	50
2.	Data handling on rainfall (bar and line graphs) and temperature statistics of local areas or South African towns and cities) and definition of concepts.	2	50
TOTAL			100

GRADE 8 NOVEMBER EXAMINATION FRAMEWORK

NB: Answer all questions			
QUESTION NO	TYPE OF QUESTIONS: Questions should be based on:	TERMS	MARKS
1.	Map reading, analysis and interpretation (grid referencing to locate places on a world map). Include calculation of distances on a map, extracting information from satellite images, time zones on a world map, and definition of concepts.	1	25
2.	Source-based and data handling (bar and line graphs on rainfall and temperatures statistics).	2	25
3.	Source-based (land use maps, pictures of urban settlements, definition of concepts).	3	25
4	Definition of concepts, (maps) on transport routes.	4	25
TOTAL			100

GRADE 9 JUNE EXAMINATION FRAMEWORK

NB: Answer all Questions			
QUESTION NO	TYPE OF QUESTIONS: Questions should be based on:	TERMS	MARKS
1.	Map reading, analysis and interpretation of 1:10 000 South African orthophoto maps, 1:50 000 topographical maps and aerial photographs. Use of scale to measure distance, identification of features, altitude, land use, description of natural and mad-made features.	1	50
2.	Definition of concepts, factors affecting development, paragraph writing.	2	50
TOTAL			100

GRADE 9 NOVEMBER EXAMINATION FRAMEWORK

NB: Answer all questions			
QUESTION NO	TYPE OF QUESTIONS: Questions should be based on:	TERMS	MARKS
1.	Map reading, analysis and interpretation of 1:10 000 South African orthophoto maps and 1:50 000 topographical maps and aerial photographs. Use of scale to measure distance, identification of features, altitude, land use, description of natural and mad-made features.	1	25
2.	Definition of concepts, factors affecting development, paragraph writing.	2	25
3.	Definition of concepts, features of erosion and deposition, case study.	3	25
4	Definition of concepts, case study and paragraph writing.	4	25
TOTAL			100

4.5.3 Assessment Guidelines Examination Framework for Grades 7-9 History

4.5.1 The following Historical concepts to be addressed when assessing History:

- Multi-perspectives
- Cause and effect
- Change and continuity
- Time and chronology

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

- Group sources around a key question
- Provide the context of sources to enable learners to answer the questions. Contextualisation includes author or creator of the source, the title of publication and the date. (Who, what, why, when, how?)
- Learners should have the above information to discuss reliability or usefulness of each source.
- Analyse and interpret all cartoons or photographs.
- Each source must be a single source and must be clearly labelled; no sources will be combined into a composite source.

4.5.3 Sources should be used to assess learners' knowledge and understanding of the topic. The questions on sources should include guide learners to do the following:

- Extract information
- Interpret information
- Identify and compare different perspectives within and between sources
- Explain different perspectives (only Grade 7 – 9)
- Draw conclusions about reliability and usefulness (only Grade 7 – 9)

4.5.4 Examples of different cognitive levels of questioning:

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

4.5.5 Paragraphs in History should be structured as follows:

- Topic sentence
- The main point/s
- The concluding sentence

4.5.6 Essays:

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

4.5.7 Assessment Guidelines for a paragraphs and essays:

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

PRESENTATION	LEVEL 7 Very well planned and structured. Good synthesis of information. Constructed an argument. Very good use of evidence to support the argument.	LEVEL 6 Well planned and structured. Synthesis of information. Constructed an argument. Evidence used to support the argument.	LEVEL 5 Writing structured. Constructed an argument. Evidence used to support argument.	LEVEL 4 Clear attempt to construct an argument. Evidence used to a large extent to support the argument.	LEVEL 3 Some attempt to organise the information into an argument. Evidence not well used in supporting the argument.	LEVEL 2 Largely descriptive/ with little/ some attempt to develop an argument.	LEVEL 1 Answer not at all well-structured.
CONTENT							
LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	18-20	16-17					
LEVEL 6 Question has been answered. Content selection relevant to a line of argument.	16-17	15	14				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant		14	13	12			
LEVEL 4 Question recognisable in answer. Some omissions/ irrelevant content selection			12	11	10		
LEVEL 3 Content selection does not always relate. Omissions in coverage.				10	9	8	
LEVEL 2 Sparse content. Question inadequately addressed					8	7	6

SECTION A			
NB: Question 1-3 are Compulsory			
QUESTION NO	TYPE OF QUESTION	TERM CONTENT	MARKS
1.	Source-based	Term 1	25
	Paragraph Writing		5
2.	Source-based	Term 2	25
	Paragraph writing		5
3.	Source-based	Term 1/Term 2	20
SECTION B			
NB: Choose either Question 4 OR 5			
4.	Essay writing	Term 1 OR Term 2	20
5.	OR Essay writing		
TOTAL			100

GRADES 8 & 9 NOVEMBER EXAMINATIONS

SECTION A			
NB: Questions 1-3 are compulsory			
QUESTION NO	TYPE OF QUESTION	TERM CONTENT	MARKS
1.	Source-based	Term 3	30
2.	Source-based	Term 4	25
3.	Source-based	Term 4	25
SECTION B			
NB: Choose between either Question 4 OR 5			
4.	Essay writing	Term 3 OR Term 4	20
5.	OR Essay writing		
TOTAL			100

4.6 RECORDING AND REPORTING

Recording is a process in which the teacher documents the level of a learner's performance in a specific assessment task. It indicates the learner's progress towards the achievement of the knowledge as prescribed in the National Curriculum and Assessment Policy Statements. Records of learner performance should provide evidence of the learner's conceptual progression within a grade and her/his readiness to be promoted to the next grade. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process.

Reporting is a process of communicating learner performance to learners, parents, schools, and other stakeholders. Learners' performance can be reported in a number of ways. These include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters etc. Teachers in all grades report in percentages against the subject. The various achievement levels and their corresponding percentage bands are shown in the table below.

CODES AND PERCENTAGES FOR RECORDING AND REPORTING

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

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

Social Sciences for Intermediate and Senior Phase learner reports:

Show Geography and History separately and together on school report, as in example below:

Geography	%
History	%
Social Sciences (Average)	

4.7 MODERATION OF ASSESSMENT

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation should be carried out internally at school and/or externally at district, provincial and national levels. Given that the promotion of learners in the Senior Phase includes the SBA (which contributes 40%); the moderation process should be intensified to ensure that:

- learners are not disadvantaged by the invalid and unreliable assessment tasks
- quality assessment is given and high but achievable standards are maintained.

4.8 GENERAL

This document should be read in conjunction with:

4.7.1. *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12;* and

4.7.2. *National Protocol for Assessment Grades R-12.*