

DEPARTMENT OF EDUCATION



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

SOCIAL SCIENCES
(SS)

Common Tasks for Assessment (CTA)
Grade 9
2007

SECTION A: TEACHER'S GUIDE & Memorandum

 **No. Pages: 18**

CONTENTS
SUMMARY: SOCIAL SCIENCES (SS)

Day	Page	Learning Outcomes	Task	Activity	Assess. Form	Group or Individual	Marks	Time	Resources
1	13	LO 1&2 (Relevant ASs in text)	1	1.1	Map Reading	Individual	40	100 min	Source A1; Source A2 Sources B1, 2 and 3 Pen, pencil, ruler, string.
2	15	LO 1, 2 & 3 (Relevant ASs in text)	2	2.1	Contextual Analysis	Group		20/30 mins (extra)	Sources C1-8
				2.2	Contextual Analysis	Individual	25	55 mins	Source A1 Sources C1-8
2	16	LO 2&3 (Relevant ASs in text)	3	3.1	Contextual Analysis	Individual	25	55 mins	Source A1: Topographical map Source D: Text
2	17	LO 2&3 (Relevant ASs in text)	4	4.1	Data Handling	Individual	10	30 mins	Sources E1 - 3
						Total: 100		240 Mins	

Teachers' Manual

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Time Allocation: **Four Tasks (Classroom) – 4 hours**
 Learner Reading time – 20/30 minutes
 Additional Group Work - 20/30 minutes

GRADE 9 - 2006

This is the teacher's manual and memorandum for the implementation of the **Common Task for Assessment (CTA)** in the Social Sciences Learning Area for Grade 9 for the year 2007. This manual must be read in conjunction with the Learners' Question Book.

INTRODUCTION

1. Time Management

N.B. It is highly recommended that this CTA is implemented over **two days** and that the four hours of contact time is split into two separate sessions. The Learners' Question Book may not be taken home and must remain within the strict control of the teacher throughout the implementation of the SocSci CTA.

Read the Introduction in the Learners' Book to (or with) the learners prior to starting Task 1 and answer questions on meaning and clarity. The time used in reading this Introduction and the background information is not included in the **four hours**. It is recommended that the Map Work Task be completed on **Day One** and that the remaining three tasks are handled the following day. Prior to attempting the second day, learners must have studied Sources C1 –C6 and Source D. Depending on the circumstances at the school, this could be done after the work for day one or during time set aside during the school day. Refer also to the section headed **Group Work in Task 2**.

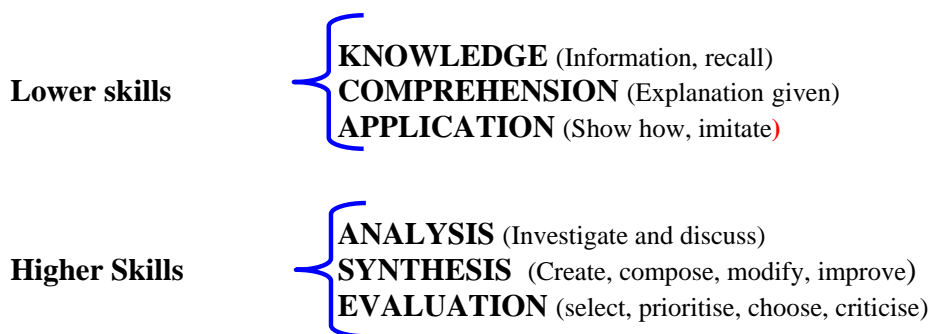
2. Principles supporting the 2007 Social Sciences CTA

The following **six** principles are fundamental to the CTA and assimilating them will assist teachers in both implementing and assessing the CTA.

- The CTA is intended to be a learning experience for the learners and the process of assessment has been integrated with both teaching and learning.
- It has been the intention that History, Geography and social issues be integrated or linked as much as possible
- There has been a conscious attempt to balance the CTA in terms of lower and higher order thinking skills. Task 3 caters specifically for the higher order skills of analysis, synthesis and evaluation.

- **Learners should not be disadvantaged on the grounds of language.**
Teachers are advised to read the Learners' Introduction and background to Task 3 if need be and clarify issues of language and comprehension.
- The time required to read for background information should **not** be part of the **four hours** required to complete the CTA.
-

3. This Social Sciences CTA promotes **thinking in learning.** A good SS CTA should cater for a range of abilities of Grade 9 learners in proportions that accommodate the interests and abilities of a variety of learners.



4. Teachers of disabled learners/learners with barriers

Teachers of disabled learners/learners with barriers are requested to give their learners additional assistance whenever and wherever necessary, either by making other resources available or by adapting the activities in such a way that all learners are included and assessed in a fair and valid way. Please be innovative

5. Assessment in Grade 9 and the Social Sciences CTA

You are encouraged to make a comprehensive study of the "**Assessment Guidelines for Social Sciences**".

The Social Sciences CTA serves as an external assessment instrument with a summative function. Well-designed CTAs, containing performance based tasks, should also serve as exemplars of best practice in Outcomes Based Assessment. It will count 25% of the overall achievement of the learner. The other 75% will comprise school-based continuous assessment [CASS]).

Learners will be allowed **four hours** of classroom contact time to complete the CTA. However, time must be allocated over and above this to allow learners to read or gather information for the CTA.

Marks are allocated to the different questions within a particular task/activity. In assessing the learner's achievement, you must allocate marks to answers and responses to questions. Two different assessment tools are used: i.e. a "formal" memorandum or an appropriate rubric. In some instances, use is made of both a "formal" memorandum and a rubric.

The following table shows the relatedness of the four levels, their descriptors and related percentages:

RATING CODE	RATING/ DESCRIPTOR	MARKS/ %
4	Outstanding/Excellent achievement	70 - 100
3	Achieved	40 – 69
2	Partially achieved	35 – 39
1	Not achieved	0 – 34

You are encouraged to implement the CTA with enthusiasm. You are welcome to submit feedback that will be carefully considered, as well as appreciated.

6. Structure of the CTA

The Social Sciences Common Task for Assessment is made up of **four tasks** totalling 100 marks. The tasks introduce a variety of assessment strategies. Tasks 2 and 4 each comprise two activities. Mark and time allocations for the different tasks vary. However, time and mark allocations are in proportion i.e. 25 marks are allocated one hour. Each task/activity is made up of a question or series of questions.

We have chosen to have four different perspectives on the topic (windows) but all speaking to the same theme.

The **four main tasks** are:

- Task 1. Orientation through an Integrated Map Work task
- Task 2. Focus on WWII and globalization principles
- Task 3. Focus on Environment: Agenda 21
- Task 4. . Data Handling – Rights issues

The four tasks aim to make the learner aware of the importance of the topic of globalisation They also focus on sites and places that need to be preserved in order for future generations to remember (WHS) as well as application of rights issues.

The Context

The CTA is made up of **FOUR** different tasks. All four tasks speak to issues of Globalisation and each one constitutes a window on this issue. Exemplary questions, one could follow up on during teaching time before the CTA is implemented might be the following: (see point 7):

7. Globalisation – a pictorial analysis

What are the characteristics of the globalization *phenomenon*?

What are the components of the globalization *process*?

How does this relate to history?

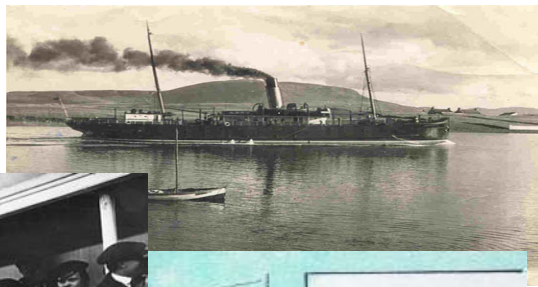
The same trend does not always have the same impact everywhere?

What are the pros and cons of Globalization?

Examples of Early Globalization



Newer forms of
Globalisation are:



Today the elements are different:



The Information Revolution

The Internet

The WWW

Instant Dispersal of News & Information

The Rise of a Global Media Village?

The Personalisation of communications: the cell/mobile phone system, and its increasing capacity.

But: there is also a scary part to Globalisation:



Plague



Aids/SARS



Global warming

Taking all the above pictorial evidence into account, this is the sense in which this CTA wants to be understood.

□ We have global crime—financial, drug-related etc., perhaps the largest single element in international trade
International crime does not play by the rules of states—or anyone else—and may be better equipped than single States.

➤ Is Driven by Technology

- Is seen as threatening cultures because it is equated with *Westernization*Increases the pace at which everything happens: capital transfers, spread of disease, change of culture...
- May be changing our global environment, but can *states* manage the globe?
- Who runs the world?

8. Pre-activity: Teacher Presentations and Class Discussions

This pre-Activity will be led by the Social Sciences class teacher and will take place during the three weeks immediately prior to the CTA being implemented. In other words, the pre-activity to the SS CTA, which is an essential component, should be integrated into the normal teaching and learning programme planned for the end of Term Three and the beginning of Term Four.

The intention is to give the learners background information and not in-depth detail. Topics to be handled might hinge around the topics discussed above and might include:

- WHS.
- WWII
- A few points on some prominent personalities whose lives impacted on others'.

It is recommended that you take time to familiarize yourself with the material contained in the Learners' Book and Teachers' Guide. You might also attempt to gather additional resources on the context of the CTA.

9. Group Work in TASK 2

Divide the class into manageable groups and then give them precise instructions.

- Refer the learners to the instructions for Activity 1 in their **Learners' Question Books**.
- The 20 minutes spent on this activity is not part of the **four** hours allocated to the CTA.
- The intention behind the time in groups is to enable each learner to familiarise herself/himself with the photographs and sketches found in the CTA (Learner Book).
- No marks have been allocated but the time spent will be most beneficial when attempting Activity 2.
- **N. B.** Learners might need more information for the group work session. Refer them to additional Sources you might have in the school.
- **N. B. You must collect the CTA Learners' Question Books before the group work begins.**
- Groups may ask questions of clarity and on the meaning of words or terms

TASK

1

Map Work

This Task deals with:

LO1 and 2 [relevant Assessment Standards are quoted in the Learners' book]



Activity 1.1: Orientation towards Mapungubwe and surroundings



Time: 100 min



Marks: 40



Individual work

This map work activity is designed to orientate learners, as well as to introduce them to the geography and wealth of history of the area covered by the 1:50 000 topographical map.

We also hope to encourage the learners to think about the vastness of our country and the variety of topography and climate across its length and breadth.

Please keep the maps as classroom resources. They are now the property of the school and should be recorded in the stock register.

Marking Guideline:

1. (a) The northern route is a main road✓, which you have to leave just before Venetia and carry on an other✓ road until you reach Mapungubwe.
(2)

(b) 139 km✓ (1)

[Note to the examiner: In the border of the map you read two indications: 60km to Alldays and 60 km to Musina. Add those two distances up and measure with a piece of string the distance from border to border along the R572, which is 19 kms]

2. a) It is a piece of no-mans land ✓✓ (2)
b) 90°✓✓. Correct to within 5°. (2)

- c) 1000m√√. (measure against scale) (1)
- d)
- Width of the channels: Very wide, flat valley floor, valley sides gentle. Large meanders√ (1)
 - Average width of the Limpopo: 400 – 500 m√ (2)
 - Likely speed of flow: very slowly in dry season√ (1)
 - Erosive capability: High erosion appears (1)
 - In which time of the year has the picture been taken? Only the middle stream carries water – therefore it must be the shoulder season Autumn (or winter) (1)
 - borderline: in the middle of the river√ (1)
 - A = 540; B = 560; C = 560 (3)
3. Area = Length x Breadth
Area = 55cm x 51cm√. Method mark. Some working must be shown.
Area = 27,5km x 25.5km√. Method mark.
= 701.25 km²√√ Correct to within 25 km² (4)
4. e.g. Features are larger in size√ on the 1:50 000√. (½+½=1)
5. A) the vegetation is concentrated along the riverbanks/Rows of trees are lining the river banks√; the texture suggests that there are many trees and bushes. further away you find grassland√, fewer trees1. (2)
6. Settlement pattern: isolated√, people are involved in agriculture√ (1)
South of the border the area is a protected area, therefore no settlements in these areas (1)
7. (a) The contour lines are gradually lowering√√ (2)
(Learner may use own level of language).
(b) non perennial rivers√ (1)
8. 100 meters√√ (2)
Hinterland: far away area√ (1)
9. Mapungubwe is slightly elevated√. Being a hill the countourlines are slightly closer together√. The surrounding consists of grassland√, which indicates that cattle could graze there. (1+1+1=3)
9. The coastal route : Through Mozambique along the coast to Tanzania
■ (1+1=2)
11. **Two** of the following reasons:
In order to enlarge the Greefswald farm additional are had to be purchased from the following farms: Lareve, Cerberus and Stindal√√. The lighter areas mean, that that area has not been integrated into the general parks area as yet. Similarly the farm Scroda as well as the Old Diamond mine are still in private hands√√ (4marks)

/40/

DAY TWO

TASK

2

Contextual Analysis: WWII - Nagasaki

This Task deals with:

LO 2 and 3



Activity 2.1: Preparatory task



Time: 20/30 min



Marks:



Group Work

Refer to the paragraph on Group Work in the Introduction above.

Divide the class into manageable groups of no more than 7 learners and then give them precise instructions. Ensure that every learner understands what to do.



Activity 2.2: Contextual Analysis – WWII Nagasaki



Time: 55 min



Marks: 25



Individual Work

Hand back the Learners' Question Book to the learners. In this task the learners work through the sources and visual material on their own.

Marking Guideline

1.
 - a) The sources C1-3 are secondary sources✓, as they reflect not direct experiences but rather experiences others have related to the rapportees. Only text 4 (Source C4) ✓ is a primary source 2x1 (2)
 - b) It gives perspectives from people given from a very personal basis and does not constitute an official position.✓ (similar answers would also be acceptable) (1)
 - c) He feels that the true story✓ will never reach the public ear and therefore his argument that the winner will write history ✓ in order to suit his cause/image/intentions✓. (3)
 - d) Source C2 bases her knowledge on experiences from her mother✓. It is a secondary source but as such resembles very clearly similar✓ experiences as depicted in the primary source C4✓. (3)
2.
 - a) Two reasons are required. Numerous reasons are apparent in the sources. They include:

- The source is indeed a primary source✓ if the subscript is right. Pictures are telling ✓ about the times after the a-Bomb has been dropped. ✓✓
(4)
- b) Atomic radiation✓ was experienced, that made the area so dangerous. Dead bodies and rubble form a health risk to human kind✓ (2)
- c) With the dropping of the bomb on Hiroshima/1945/end of WW2 (1)
- d) The splitting of Hydrogen molecules (1)
- e) Use the following rubric:

Assessment Criteria	Level 1 Not achieved 0 to 1 marks	Level 2 Partially 2-4marks	Level 3 Achieved. 5-6 marks	Level 4 Outstanding 7-8 marks
▪ Opinion on the usage of the A-bomb expressed and motivated	No opinion or poorly expressed opinion weak. No evidence cited.	Opinion limited, not well articulated. Reasoning not strongly backed up by evidence from sources. Skill of evaluation not well developed.	Shows some ability to analyse, synthesise and evaluate. Opinion based on good reasoning and backed up by evidence from sources	Outstanding skills of analysis, synthesis and evaluation shown resulting in articulated reasoning. Use of evidence clearly supports formulation of a mature opinion.



Contextual Analysis

This Task deals with:

LO 1 –3

LO 2 (G): Explains how sustainable development could impact positively on people, places and environment.
LO 3 (G) Analyses the causes of disputes or conflicts
LO 2 (H): Explains and analyses the reason for and results of events in history.



Activity 3.1: Agenda 21 and Resources Worldwide

Time: 45 min

Marks: 25

Individual work

1. The dam has a very small✓ catchment area. There is no perennial/non-perennial river flowing in or out of the dam, which may indicate that the dam has been built and is being filled✓ from the river artificially✓. The dams' water might be used by the Diamond ✓mine, which is the only larger user in the surrounding. ✓ This pumping of water is putting environmental

load on the area and long-term attempts are made to preserve the sustained usage of natural resources. It is important to note, that environmental aspects are to be integrated into all political spheres.
(5)

2. a) Yes✓. Basic resources like water/food will become future reasons for war. ✓ With the example of the Agenda 21 and the Mapungubwe area under discussion it becomes clear that long-term attempts are to be made to preserve the sustained usage of natural resources✓ (in this example water). It is important to note, that environmental aspects are to be integrated into all political and economic✓ spheres – there are people that are dependent on the diamond mining for their own life. One can also think about the border at Israel/ Jordan or the damming of rivers in Africa ✓
(5)

3. In this answer the interplay between ecology, economy and politics must become evident.

Assessment Criteria	Level 1 Not achieved 0 to 3 marks	Level 2 Partially 4-7marks	Level 3 Achieved. 8-12 marks	Level 4 Outstanding 13-15 marks
▪ Opinion on the interplay between economy, ecology and politics expressed.	No opinion or poorly expressed opinion weak. No evidence cited.	Opinion limited , not well articulated. Reasoning not strongly backed up by evidence from sources. Skill of evaluation not well developed.	Shows some ability to analyse, synthesise and evaluate. Opinion based on good reasoning and backed up by evidence from sources	Outstanding skills of analysis, synthesis and evaluation shown resulting in articulated reasoning. Use of evidence clearly supports formulation of a mature opinion.

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Data Analysis

This Task deals with:

LO 2 - 3

LO2 (G): Identifies ways in which Science and technology have contributed positively and negatively to development
LO3 (G): Makes informed decisions about various solutions to social and environmental conflicts
LO2 (H): Identifies categories of causes and effects



Activity 4.1: The Constitution



Time: 30 min



Marks: 10



Individual work

Some issues to be considered: (This is a guide only. If learners bring up other valid points, please give them credit).

- The need to critically analyse
- Personal experience
- Develop an understanding of practices that are different to ones own: Societal structures,
- Issues that should be considered when judging reliability.

Question 1:

The Constitution is the fundamental law, which defines the character of a countries' system of government√. It enshrines the basic principles that governs the rights√ of its citizens and government. Therefore we need it.

1+1 = 2

Question 2:

1.1 Yes√, this situation happens in South Africa as well. Many times similar reports of children which are exploited are being published in the media

1.2 By employing children against hunger wages a number of rights are being violated, i.e. Childrens rights, Right for Human dignity or the right to education√. (any of these)

1.3 The State must respect, protect, promote and fulfill the rights in the Bill of Rights √

1+1+1= 3

(any sensible points can be marked).

Question 3: educational levels

Use the following rubric:

Assessment Criteria	Level 1 Not achieved 0 to 1 marks	Level 2 Partially 2-3marks	Level 3 Achieved. 4 marks	Level 4 Outstanding 5 marks
▪ Opinion on the educational levels given and discussed with reference to supplied data. .	No opinion or poorly expressed opinion weak. No evidence cited.	Opinion limited, not well articulated. Reasoning not strongly backed up by evidence from source. Skill of evaluation not well developed.	Shows some ability to analyse, synthesise and evaluate. Opinion based on good reasoning and backed up by evidence from source	Outstanding skills of analysis, synthesis and evaluation shown resulting in articulated reasoning. Use of evidence clearly supports formulation of a mature opinion.

