



Province of the
EASTERN CAPE
DEPARTMENT OF EDUCATION

NCS HISTORY SUBJECT SPECIFIC

CASS DOCUMENT

GRADE 10- 12

1. INTRODUCTION:

- 1.1. It must be stated from the outset that the guidelines contained in this document is applicable from 2006 until revised.
- 1.2. This document should be read with the Subject Assessment Guidelines, January 2007.
- 1.3. The CASS instructions are compulsory and in line with National Policy.
- 1.4. Only work assessed in Grades 10 -12 can be included in the CASS mark.

1.5. MASTER PORTFOLIO:

The subject teacher keeps a copy of every document, map, cartoon, assignment project, heritage assignment (**compulsory**), source based tasks, oral history project, extract or pictures, class test, controlled test (formal) and June Examination question papers and memoranda and mark sheets

2. MISSION STATEMENT:

Our mission is to provide quality education through the study of history.
To this end we believe in:

- A skills- based methodology
- Active learning and continuous evaluation
- Co-operative learning through small group discussion
- A multi-perspective approach
- Harmonizing learner-centred and subject-centred learning.
- Inculcating a critical thinking mode
- The significant role that History has to play in facilitating the transformation in our country
- Exploding the myths in and about History and continually reappraising the past and that History has a right place in the school curriculum.
- that the History of the world and our country is the property of all who inhabit it

Therefore it is our **aim** to:

- provide our students with a repertoire of skills which will enable them to be creative, productive and enterprising.
- to generate and inspire desirable learning conditions for students.
- to respond to the needs of students with regards to their academic, personal and professional development.
- to ensure that every child who takes History derives the maximum satisfaction and fulfilment so that the love of the subject will become life-long fascination.
- to understand and study the events of the past which have shaped the present world.
- to develop in each learner the qualities and values necessary for a well rounded individual e.g. a sense of time and proportion, a critical approach to conditions and ways of life which can be expressed lucidly of cause and effect.
- to inculcate a thirst for knowledge which will help to understand the contemporary society.
- to foster an appreciation of values and ideals such as justice and liberty to ensure that the learner develops a social conscience.
- to stimulate the imagination and creativity.
- to encourage a perception of equalities required for leadership, for it is by studying examples of outstanding leaders that one's own personality can be enriched.
- to give the pupils training in their role in the public affairs of the land as responsible citizens.
- to make the pupils aware that global events are bound to impact on the fortunes of our country so that a knowledge of global affairs is more important than ever.
- to make pupils aware of the intellectual skills and academic discipline through the study of history

3. EXPLANATION OF CASS RATIONALE FOR THE INTRODUCTION OF CASS AT GRADES 10 - 12

Currently the performance of Grades 10 -12 are based on the Learning Outcomes and Assessment Standards, and written examinations.

Assessment in the National Curriculum Statement is an integral part of teaching and learning. For this reason, assessment should be part of every lesson and teachers should plan assessment activities to complement learning activities.

In addition, teachers should plan a formal year-long Programme of Assessment. Together the informal daily assessment and the formal Programme of Assessment should be used to monitor learner progress through the school year.

Continuous assessment through informal daily assessment and the formal Programme of Assessment should be used to:

- develop learners' knowledge, skills and values
- assess learners' strengths and weaknesses
- provide additional support to learners
- revisit or revise certain sections of the curriculum and
- motivate and encourage learners
- judgement of the learner's performance (summative assessment) will now be carried out by the teacher who works intimately with the learner.

4 PORTFOLIOS

A. MASTER PORTFOLIO

The subject teacher keep a copy of every document that he/she hands to his/her learners for which a CASS mark will be allocated, e.g.

- All homework tasks. (including Class tests and memorandum)
- Assignments/Projects
- All moderated formal test and examination papers and memorandums
- Project assignment (research work)/
- Heritage (compulsory), Oral History and Enrichment assignment
- All evidence of tasks given to learners as well as all mark schedules must be in the master portfolio

B. LEARNER PORTFOLIO

- Every learner must have a file in which all evidence of tasks valuated/assessed as well as scripts of tests and examination.
- This evidence must correspond with the master portfolio.

5. ASSESSMENT IN GRADES 10 AND 11

The Programme of Assessment for History in Grades 10 and 11 comprises seven tasks which are internally assessed. Of the seven tasks, the six tasks which are completed during the school year make up 25% of the total mark for History, while the end-of-year examination is the seventh task and makes up the remaining 75%.

PROGRAMME OF ASSESSMENT FOR GRADES 10 AND 11

TERM 1	TERM 2	TERM 3	TERM 4
2 Tasks	2 Tasks	2 Tasks	1 Task
<ul style="list-style-type: none">• Source based and extended writing• Test under controlled conditions	<ul style="list-style-type: none">• Heritage investigation• Midyear examination	<ul style="list-style-type: none">• Oral History research or enrichment assignment• Test under controlled conditions	<ul style="list-style-type: none">• End of the year examination
25% of total year mark = 100 marks			75% of total year mark =300 marks

5.2. TASK REQUIREMENTS PER TERM:

PROGRAMME OF ASSESSMENT:				
REQUIREMENTS	TERM 1	TERM 2	TERM 3	TERM 4
TWO (2) tests written under controlled conditions Suggested test totals: Grade 10 tests: 50 marks Grade 11 tests: 50	1		1	
One investigation involving heritage (LO4) Compulsory Heritage links learners to the historical reality of the world around them and the influence of the past on the present. It introduces them to a variety of career possibilities related to history as a discipline and an assignment could harness ideas around this aspect. This investigation uses LO4 and the historical rigour		1		
Oral History, research or enrichment assignment Any one of these can be chosen. However, the oral history investigation and enrichment			1	
Source-based with extended writing tasks in non-controlled conditions	1			
Midyear and end-of-year examinations		1		1

5.3. WEIGHTING OF THE ASSESSMENT TASKS FOR GRADES 10 AND 11:

ASSESSMENT ACTIVITY	400 MARKS
Midyear examination: Grade 10: 100 marks converted to... Grade 11: 150 marks converted to...	20
Two standardised tests under controlled conditions: Grade 10: 50x2=100 converted to... Grade 11: 50 for the first and 75 for the second = 125 converted to...	20
One Heritage assignment: Grade 10: at least 50 marks converted to... Grade 11: at least 75 marks converted to...	30
One oral history or enrichment assignment 50 or 75 converted to...	20
One source-based extended writing task: Grade 10: at least 30 converted to... Grade 11: 50 converted to...	10
Total for assessment tasks undertaken during the year	100
End-of-year examination: Grade 10: 150 converted to... (1 Paper out of 150) Grade 11: 300 (Paper 1: 150 : (Paper 2: 150)	300
Total for Programme of Assessment:	400

6. CASS MODERATION: (See draft CASS Policy, pp 13-16)

7. ASSESSMENT IN GRADES 12

In Grade 12, assessment consists of two components: a Programme of Assessment which makes up 25% of the total mark for History and an external examination which makes up the remaining 75%. The Programme of Assessment for History comprises seven tasks which are internally assessed. The external examination is externally set and moderated.

7.1. PROGRAMME OF ASSESSMENT FOR GRADES 12

TERM 1	TERM 2	TERM 3	TERM 4
3 Tasks	2 Tasks	2 Tasks	1 Task
<ul style="list-style-type: none">• Source based and extended writing• Heritage investigation• Test under controlled conditions	<ul style="list-style-type: none">• Either enrichment assignment or second source-based and extended writing task• Midyear examination	<ul style="list-style-type: none">• Test under controlled conditions• Trial examination	<ul style="list-style-type: none">• Final external examination
25% of total year mark = 100 marks			75% of total year mark =300 marks

7.2. TASK REQUIREMENTS PER TERM:

REQUIREMENTS	TERM 1	TERM 2	TERM 3
TWO (2) tests written under controlled conditions Both = at least 75 marks	1		1
One investigation into heritage (LO4) 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 contributions. At least 75 marks	1		
Oral History, or research or enrichment assignment Any one of these can be chosen. However, the oral history investigation and enrichment assignment should be set within a research context (i.e. the context of the period reflected in the interview), or instead of this, two substantial source-based and extended writing tasks. At least 75 marks.		(1)	
Source-based with extended writing tasks in non-controlled conditions (Either one, or two –see above)	1	(1)	
Midyear and trial examinations		1	1

PLANNING IN HISTORY

DURATION:

GRADE: 10 – 11- 12

CONTENT FOCUS/TOPIC:

KEY QUESTION/S:

.....

.....

LO 1 The learner acquires historical enquiry skills and is able to apply them.

We know this when the learner

- Identifies issues within the topic under study (eg imperialism) and ask critical questions about the issues. (11.1.1)
- Categorises appropriate/relevant sources of information provided to answer the questions raised. (11.1.2)
- Analyses the information and data gathered from a variety of sources. (11.1.3)
- Evaluates the sources of information provided to assess the appropriateness of the sources for the task. (11.1.4)

LO 2 The learner is able to use historical concepts in order to analyse the past.

We know this when the learner

- Uses historical concepts such as imperialism and fascism to structure information about a period or issue. (11.2.1)
- Analyses the socio-economic and political power relations operating in societies. (11.2.2)
- Explains the various interpretations and perspectives of historical events and why people in a particular historical context acted as they did. (11.2.3)

LO 3 The learner is able to construct and communicate historical knowledge and understanding.

We know this when the learner

- Handles and draws conclusions from quantitative data. (11.3.1)
- Uses evidence to formulate an argument and reach an independent conclusion. (11.3.2)
- Uses the evidence to substantiate the independent conclusions reached. (11.3.3)
- Uses appropriate means of communicating knowledge and understanding suited to a designated audience. (11.3.4)

LO 4 The learner is able to engage critically with issues around heritage.

We know this when the learner

- Analyses public representations and commemoration of the past (eg monuments and museum displays). (11.4.1)
- Identifies debates around knowledge systems. (11.4.2)
- Analyse the significance of archaeology and palaeontology in understanding the origins of humans. (11.4.3)

POSSIBLE LINKS WITH OTHER SUBJECTS

KEY QUESTION/S	LEARNING ACTIVITIES		
1..... 2		
ASSESSMENT ACTIVITY/IES <input type="checkbox"/> Written work <input type="checkbox"/> Presentations <input type="checkbox"/> Role-play <input type="checkbox"/> Drama <input type="checkbox"/> Journals <input type="checkbox"/> Logs <input type="checkbox"/> Graphic representations <input type="checkbox"/> Tests <input type="checkbox"/> Essays <input type="checkbox"/> Debates <input type="checkbox"/> Interviews <input type="checkbox"/> Field work/site visits	BRIEF EXPLANATION...		
ASSESSMENT CRITERIA (Derived from the Assessment Standards)			
DATA COLLECTION METHODS ASSESSOR/S/		EVALUATOR/S	FEEDBACK/REPORTING TO
<input type="checkbox"/> Observation <input type="checkbox"/> Listening <input type="checkbox"/> Reading <input type="checkbox"/> Interpreting <input type="checkbox"/> Reviewing <input type="checkbox"/> Questioning <input type="checkbox"/> Conferencing <input type="checkbox"/> Interviewing <input type="checkbox"/> Listener's written observations		<input type="checkbox"/> Teacher <input type="checkbox"/> Self <input type="checkbox"/> Peer <input type="checkbox"/> Another teacher <input type="checkbox"/> Outside expert <input type="checkbox"/> Class panel <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> Learners <input type="checkbox"/> Parents <input type="checkbox"/> Others

ANNEXURE – A – FOR HISTORY

EASTERN CAPE DEPARTMENT OF EDUCATION(ECDoE) CASS AUDIT / MODERATION

CLUSTER LEVEL INTERVENTION (TRIPLICATE: ONE FOR SCHOOL, ONE FOR CLUSTER CO-ORDINATOR, ONE FOR ADVISOR)

DISTRICT: _____ **SCHOOL:** _____ **TEACHER/S:** _____

DETAILS OF CLUSTER MEMBERSHIP

Capacity	Teacher Name	School Name	Contact No
Subject Advisor			
Cluster Convenor			
Deputy			
Secretary			
Member			
Member			
Member			
Member			

1. Source-based and Extended Writing exercises

The first criterion for rating source-based and extended writing exercises requires only a Yes or No answer. Those fields with a grey background should be rated using a simple three-point rating scale (3 = good, above average, to a great degree, 2 = satisfactory / adequate, average 1 = requires attention.)

Criterion	SB 1	CT 1	SB 2	SB 3	CT 2	JUNE	NOV.
Is there a key question?							
Do the sources provided relate to the key question?							
Are all the sources authentic?							
Have the sources been contextualised?							
Is there a variety of sources presented (e.g. visual, documentary etc)?							
Are the questions related to the Assessment Standards?							
Does the extended writing relate to the key question and the sources?							
Is the assessment criterion referenced (uses rubrics, checklists etc)?							
How appropriate are the assessment tools used?							
Rate the standard of Assessment (3 being highest, 1 lowest)							
Comments (Please comment on areas of weakness and any measures taken to correct shortcomings.)							

2. Assignments

All fields in this table should be rated using a simple three-point rating scale (3 = good, above average, to a great degree, 2 = satisfactory / adequate, average 1 = requires attention.)

Criterion	Oral History	Heritage
Is the project in line with this guideline document?		
Has the implementation of the project been planned?		
Is there evidence of research work having been done by the learners (eg field notes)		
Is there evidence of monitoring of the project?		
Is the project linked to the relevant assessment standards?		
Rate the overall quality of the learners' projects.		
Is the assessment criterion referenced (uses rubrics, checklists etc)?		
How appropriate are the assessment tools used?		
Rate the standard of Assessment (3 being highest, 1 lowest)		
Comments (Please comment on areas of weakness and any measures taken to correct shortcomings.)		

Please indicate attendance at cluster meetings.

Date of Cluster Meeting	What was being moderated	Was teacher portfolio available?	Does teacher portfolio contain all required components?	Signature (Cluster Convenor, Deputy or subject advisor)
Any general comments				

Note: Please mark in red on this form anything which might give cause for concern.

SUBJECT POLICY FOR HISTORY

General Information			
Name of school			
District			
History Cluster			
Principal			
HoD			
History teacher/s			
Grades taught in FET	Grade 10	Grade 11	Grade 12
No of learners per grade			
Periods allocated PER WEEK/CYCLE for History in each grade			
Textbooks in use			

Frequency of departmental meetings:.....

Scheduled dates for subject meetings:.....

N/B Assessment policy of the school to be attached as annexure B.

N/B Attach the year planner as Annexure C

Moderation Template for Grades 10-11-12 (NCS)

Dates for moderation of work			
Tasks to be completed	Dates scheduled	Staff member responsible	Signature
<u>Check</u> Completed subject files		HoD/ SMT	
<u>Prepare</u> file for teacher's portfolio		Educator	
SB and Extended Writing Task 1: Set and marked		Educator	
Control Test 1 Check Paper and memo		HoD/SMT	
Control Test 1 Control of quality of marking and recording		Educator	
SB and Extended Writing Task 2: Set and marked.		Educator	
Research Project; Control of assessment		HoD/Senior teacher	
June Examination Check paper and memo		HoD/SMT	
June Examination Control of quality of marking and recording		HoD/SMT	
SB and Extended Writing Task 3: <i>Set and marked.</i>		Educator	
Heritage assignment; Control assessment		HoD	
Control Test 2 Check Paper and memo		HoD/SMT	
Control Test 2 Control of quality of marking and recording		HoD/ SMT	
November Examination Check paper and memo		HoD/ SMT	
November Examination Control of quality of marking and recording		HoD/ SMT	
Learner's portfolios and teacher's portfolios in June and September before the cluster moderation	June	HoD	
	Sept		

Measures taken to ensure that learners submit their work

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Advice given to ensure that all colleagues keep up to date with the year plan and complete the syllabus:

.....

Signatories :

Educator:.....

HoD:.....

Principal:.....

DATE:.....

School stamp

DECLARATION OF AUTHENTICITY

DECLARATION BY LEARNER

Name of School : -----

Name of Learner : -----

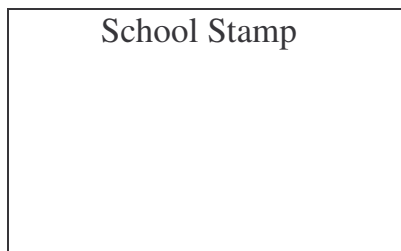
I hereby declare that all pieces of writing, contained in this portfolio, are my own original work and that if I made use of any source, I have acknowledged this.

I agree that if it is determined by the competent authorities that I have engaged in any fraudulent activities whatsoever in connection with my Continuous Assessment marks (CASS), then I shall forfeit completely the marks gained for this assessment. I further acknowledge that subsequent steps may be instituted against me for serious misconduct.

Signature of learner : ----- Date : -----

As far as I know, the above statement by the candidate is true and I accept that the work offered is her/his own.

Teacher's Signature : ----- Date : -----



GRADE 10-11-12 RECORD SHEET

Activity	Date done (where appropriate)	Learner Mark	Total Mark	Learning Outcome 1				Learning Outcome 2			Learning Outcome 3				Learning Outcome 4		
				Identify issues within the topic under study (eg	Categorise appropriate / relevant	Analyse the information & data gathered	Evaluate the sources of information	Use historical concepts such as imperialism	Analyse the socio-economic and political	Explain the various inter-pretations and	Handle and draw conclusions	Use evidence to formulate an argument and	Use the evidence to substantiate the	Use appropriate means of communicating	Analyse public representations and	Identify debates around knowledge	Analyse the significance of archaeology
Programme of Assessment																	
Source-based and extended writing																	
Control Test 1																	
Control Test 2																	
June Examination																	
Oral History Assignment																	
Heritage Assignment																	
November Examination – Paper 1																	
November Examination – Paper 2																	
Daily Assessment																	
Source-based and extended writing																	
Source-based and extended writing																	
Oral presentation (speeches / debates etc)																	
Visual																	
Other _____																	
Other _____																	

How do you use this record sheet?

The record sheet can be used for two different functions:

1. It may be used in the teacher portfolio as a record of the activities done during the year, the dates on which specific activities were done and the Assessment Standards covered by the particular activity. Space for recording is provided for both the Programme of Assessment and Daily Assessment

2. Individual copies may be made for each learner and the record sheet can be used to give a complete overview, not only of what work has been covered by the individual learner but what marks they scored for each activity. Weaknesses and strengths for particular assessment standards can also be noted.

Important Notes

- In addition to the Programme of Assessment, teachers are expected to have assessed two additional source-based and extended writing questions as part of Daily Assessment.
- A mark should be recorded for each learner 's oral presentation skills. This mark need not result from a single activity, but should be recorded as a result of some appropriate activity, such as a debate or speech, in which the learner is engaged.

GRADE 10 CASS MARKSHEET

[illegible]

GRADE 11 CASS MARKSHEET

[illegible]

GRADE 12 CASS MARKSHEET

[illegible]