



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

SOCIAL SCIENCES (SS)

Common Tasks for Assessment (CTA)
Grade 9
2007

Section B: Memorandum

 **No. Pages: 8**

INTRODUCTION - TO THE TEACHER:

This is the teacher manual and memorandum for the implementation and assessment of **Section B the Common Task for Assessment (CTA)** in the Social Sciences Learning Area for Grade 9 in the year 2007.

This booklet has the following purposes in mind:

1. To provide a memorandum for the assessment of learner achievement in Section B of the CTA.
2. To explain to and guide the teacher in the allocation and compilation of marks for Section B of the CTA.

In implementing the CTA, it is important to have a clear understanding of the position of the CTA in the overall assessment of learner achievement in the SS learning area. You are encouraged to make an intensive study of the the "**Assessment Guidelines - Social Sciences**".

The CTA will count 25% of the overall achievement of the learner. The other 75% will be made up by School-Based Assessment (Continuous Assessment [CASS]).

It is important to keep in mind that the CTA does not represent a high-stake examination. The CTA is made up two sections: **Section A and Section B**. **Section A** is a **learning programme** that offers various forms of learning under varied conditions.

Section B may be described as a more **formal assessment activity** written under controlled conditions. Learners will be allowed **two hours** to complete Section B of the CTA. Section B will count 40% of the total value of the CTA.

ASSESSMENT STRATEGY

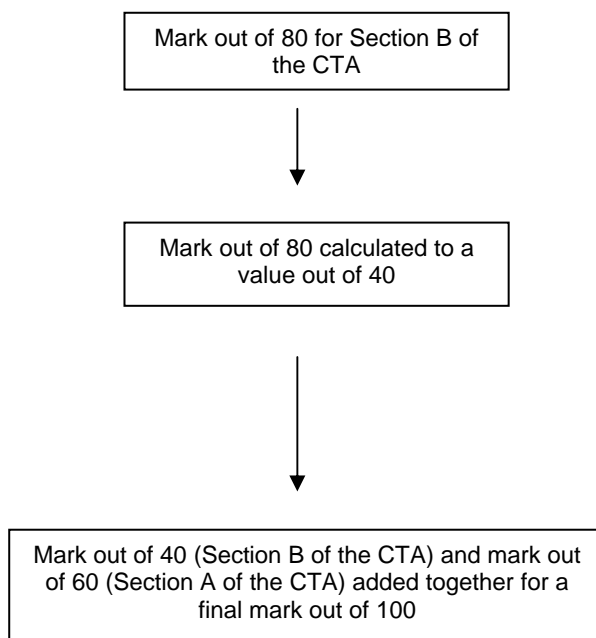
Section B of the Common Task for Assessment is made up of a series of activities where the focus is on the transfer of knowledge, skills and techniques learned, developed and inculcated in Section A of the CTA. The assessment types used in Section A of the CTA are again used in Section B and each assessment type has an equal weighting of 50 marks; thus counting 25% of Section B of the CTA.

Marks are allocated to the different questions within a particular question. You, the teacher, in assessing learner achievement must allocate marks to answers. Two different strategies for assessment are presented: Mark allocation could be based on the use of a "formal" memorandum or a rubric. In some cases, use is made of both a "formal" memorandum and a rubric. In other cases only one of the former is present. With a third group of questions, an exemplary answer is provided, but the actual mark allocation are left over to the teacher.

The final mark achieved by the learner will relate to a grand total out of 80. Given that Section B of the CTA counts 40% towards the final mark of the CTA (Section A and Section B), the mark out of a 80 will finally have to be converted to a mark out of 40.

By adding together the mark achieved for Section A of the CTA (a total out of 60) and Section B of the CTA (a total out of 40) a total out of a 100 (percentage) will be reflected. This mark out of a 100 will serve to reflect learner achievement in the Common Task for Assessment for the Social Sciences Learning Area.

The above may be illustrated schematically as follows:



QUESTION 1: Map Reading and Analysis

(LO2 and 3)

1. Rocket – Map A /
Plane - Map B /
Helicopter – Map C / 3X1=3
2. When riding in a rocket you are able to get a **national** view of South Africa /
As I fly my plane high up in the sky through the clouds, I can get a **provincial** view of Gauteng. /
When I took some tourists visiting the Gauteng World Heritage sites and as we visited the Sterkfontein caves this is the **regional** view we saw from the helicopter we were flying in. / 3X1=3
3. a) Correct
b) Incorrect /
c) Correct
d) Correct 1 x 2 = 2

Question 2

1. 22° 07' S 29° 22' E / 1x1=1
2. Main roads /
Other roads / 2X1=2
3. Northeast – 606m //
Southwest - 595m //
2X2=4
4. Direction – E (East) //
Bearing - 90° //
1X1=1
1X1=1
5. Farming with irrigation✓/agriculture /The fields in blue are in fact shallow irrigation✓ dams constructed within the Limpopo River catchment✓ and flood plain area. The black lines are walls built to retain water✓.
4x1=4
6. Map distance – 20 cm
Scale - 1: 50 000 = 1cm = 0,5km
Distance in reality = 20 X 0,5km
= 10km //
4X1=4

QUESTION 3

(LO 2 and 3)

1. Savannah 1X1=1
2. Cracks and fissures – created by either roots of trees /plants, process of weathering, folding and faulting [the answer can be provided by using any of the above causes] / 1X1=1
3.
 1. – Beads / 1X1=1
 2. – Golden Rhino/scepter/bowl (any of those) 1X1=1
 3. Pottery items 1 x 1=1
4. Globalisation is
 - Driven by Technology✓
 - 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 speedily our global environment, ✓ 7x1 = 7

Data Handling

Question 4

1. 85 000 Visitors / 1X1=1
2. 425 000 visitors / 1X2=2
3. Visitors mainly from Gauteng visit the WHS which is situated in Limpopo, which is nearby 1+1=2
4. 160 000 visitors / 1X1=1
5. 9% / 1X1=1
6. Diving, climbing, bungi-jumping, sky diving, hiking, sailing, etc. 1X1=1
7. Special Interest groups /– archaeologists, cultural groups, geologists, paleontologists, school groups who have a specific academic or subject interest that could lead to their subject being investigated and exhibited. // 1+(2x1)=3

8. The visit to the WHS is not a luxury experience. // No luxury accommodation in the surrounding 2X1=2

[25]

CONTEXTUAL ANALYSIS

Question 5

1. Learners will identify artifacts:

Human skeleton bones
Bow and string
Sharp instrument appears to be the horns of an animal
Bulbs of a plant
Spear for hunting
Digging implement for bulbs that are in the ground
Pieces of egg shell

6x1=6

2

- They lived in huts probably because there was wood in the vicinity and it was convenient.
- They lived on top of the mountain, and the workers at the foot of the mountain.
- These people could have also been so trading people and that they had a sense of building huts from vegetation.
- From the tools the deduction is made that they hunted for meat and were also gatherers of bulbs for eating.
- These dwellers did not have any sharp instruments made of metal.
- They used horns and sharpened these for hunting.

5x1=5

3

- C - Agriculturalists.
- In the surrounding you have grasslands and the dwellings show kraals.

1+2=3

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WRITTEN RESPONSE

Question 6

Assessment Criteria	Not Achieved (1% - 34) 0-4 Level 1	Partially Achieved (35-49%) 5 - 8 LEVEL 2	Achieved (50%-69%) 9-12 LEVEL 3	Outstanding/Excellent Achievement (70%-100%) 13 - 16 LEVEL 4
ACCURACY	The learner unable to relate accurate	The learner sometimes gives accurate	Answers indicate that the learner is giving	Writing of the learner is accurate when portraying the experiences of past

	information given to him in the source.	information portraying human events.	accurate information on the events.	inhabitants
UNDERSTANDING	The learner does not understand the significance of the source.	The learner only understands some of the evidence relating to the source.	Is able to interpret the source but needs to supply additional information to substantiate answers.	Learner is able to substantiate the answers he makes with credible information based on the source.
EVIDENCE	Insufficient or no evidence used.	Little or no evidence used to support interpretation.	Uses some evidence to support interpretation.	Uses evidence to support interpretation.

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Alternative

Assessment Criteria	Not Achieved 0-4 Level 1	Partially Achieved 5 – 8 LEVEL 2	Achieved 9 – 12 LEVEL 3	Outstanding/Excellent Achievement 13 -16 LEVEL 4
Main Ideas	Ideas are inappropriate and have no reference to the topic.	Some of the ideas are applicable and acceptable to the theme of the essay	The ideas are good, well presented and in accordance with the topic.	The main ideas are good and applicable to the topic
Purpose	The purpose of the essay has not been achieved.	The purpose of the essay has only partially been achieved.	The purpose of the essay is understood and relevant information has been supplied.	The purpose of this essay has been achieved by the responsible way in which the response has occurred.
Creativity	Little or no evidence of creativity.	Limited evidence of creativity.	Evidence of creativity is consummate with expected achievements of this level.	All the ideas in the essay are relevant and the creativity of the learner is evident.

TOTAL: 80

DETERMINING LEARNER ACHIEVEMENT IN SECTION B OF THE CTA

The following steps are suggested in determining learner achievement in Section B of the Social Sciences CTA (the example of an individual learner is used here)

1. Tabulate the marks achieved by the learner for the different activities. The following table may assist you in this regard:

LEARNING ACTIVITY	MAXIMUM MARK	ACHIEVEMENT BY THE LEARNER (MARK)
Question 1 & 2	25	
Question 3 & 4	25	
Question 5	14	
Activity 6	16	
TOTAL	80	

2. You will now have a mark out of a 100 (%). However, given that the CTA counts 25% of the final mark to be achieved by the learner and Section A of the CTA 40% of this 25%, the mark of the learner have to be calculated as a value out of 40. The following calculation is suggested in determining this value out of 40:

Section B CTA Mark Achieved by learner out of 80 \div 2 = _____ (mark out of 40)

Mark of Learner as total out of 40: _____

3. Add up the marks achieved by the learner for Section A of the CTA (a total out of 60) and Section B of the CTA (a total mark out of 40). A final total out of a 100 will be reflected. This is the final mark achieved by the learner for the SS CTA.

Section A(60) + Section B(40) = Total (100)
 _____ + _____ = _____

END