

# Introduction

## Understanding Apartheid: Teacher's Book

The apartheid policies which the National Party government implemented after 1948 had serious implications for South African society. These policies institutionalized and entrenched racial discrimination in an unequal society where the white minority was privileged and the black majority was severely disadvantaged. Although South Africa made the transition to democracy in 1994, our society still confronts many problems as a result of our long history of discrimination.

The new school curriculum is based on the Constitution's ideals and vision of a transformed South Africa and aims to deal with the legacy of apartheid. One of the ways to do this is for History learners in different grades to engage with various aspects of apartheid.

*Understanding Apartheid* presents the history of apartheid in a single, coherent book. This makes it a valuable resource for both teachers and learners, as well as for ordinary people who want to gain an understanding of South Africa's difficult past. It provides an overview of apartheid, examining its origins, its implementation, and the forms of repression and resistance that it engendered.

Anyone who wants to understand South Africa today must understand the history of segregation and apartheid. Learning about apartheid is a painful and difficult process. Why did apartheid happen in the first place? How do we explain why people behaved so inhumanely? Why did it take so many years to overcome the system?

But more than anything else, learning about apartheid is important because it gives us a glimpse not only into the darkness of our past, but also into the courage, determination and creativity of the ordinary people who eventually defeated apartheid.

Studying apartheid will help to shape our values and world-view. It will ensure that we know our history, and that we will therefore not be condemned to repeat it.

### SOME PROBLEMS OF TEACHING ABOUT APARTHEID

In *Understanding Apartheid*, learners are taken right into the heart of apartheid. They will confront the harsh circumstances under which black South Africans were forced to live. The injustice of the apartheid system is laid bare through the use of both written and visual sources. Some of the images that learners will see in this book are brutal. Ernest Cole's photographs, in particular, show a very vicious and painful world. They

are very direct, and sometimes hard to look at. But it is important that learners are aware, visually and perhaps viscerally, of their country's past.

To a learner who has little prior knowledge of these events, this history can be both disturbing and distressing. You should encourage learners to talk openly about the feelings that these issues raise. There may be instances where the uncovering of past discrimination could generate tensions in the classroom. You need, at all times, to be sensitive to these possibilities and promote thoughtful discussion. Learners should use these opportunities to discuss why they feel the way they do and to propose solutions to ensure that such injustice can never happen again.

### The role of the Teacher's Book

This book aims to assist teachers and learners in the context of the history lesson, both in the Senior Phase and FET, to use *Understanding Apartheid* to reach a better understanding of the history of apartheid and of some of the resulting problems we face as a society today.

The introduction to this book helps teachers to locate *Understanding Apartheid* in the curriculum. It gives insight into: the National Curriculum Statement and other Department of Education documents; History in the Social Sciences Learning Area and History as a Subject; learning programmes and lesson planning; and outcomes-based assessment. It also provides examples of assessment rubrics and checklists as well as resources and practical suggestions for classroom teaching.

Each chapter of the Teacher's Book contains:

- Critical and Developmental Outcomes relevant to the chapter
- Learning Outcomes and Assessment Standards covered
- Possible integration links with other Learning Areas/Subjects
- Knowledge and content focus for the chapter
- Activities with teaching guidelines and assessment strategy for informal assessment, and for formal assessment tasks (to be included in Learner's Portfolios and/or the Programmes of Assessment)
- Answers to the questions in each activity
- Suggestions for remedial and extension activities
- 'Skills development' guidelines, where necessary, to help learners understand historical concepts like time, empathy causation, to work with sources and to develop extended writing skills.

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# The National Curriculum Statement (Grades R – 12)

The first version of the new post-apartheid curriculum (Grades R – 9), Curriculum 2005, was introduced into the Foundation Phase in 1997. The review of Curriculum 2005 led to the development of the *National Curriculum Statement for General Education and Training (Grades R – 9)* and the *National Curriculum Statement for Grades 10–12 (General)*.

Information in this Introduction is drawn from the National Curriculum Statement and associated Department of Education documents: the *Subject Assessment Guidelines, History*, the *Learning Programme Guidelines, History*, and the *National Protocol on Assessment for Schools in the General and Further Education and Training Band (Grade R – 12)*. Material from *Oxford In Search of History*, Grade 12 Teacher's Book (forthcoming from Oxford University Press) has also been used in this book.

The principles of the National Curriculum Statement that aim to achieve ideals, values and skills are the same principles that underpin *Understanding Apartheid*. They include:

## Social transformation

Transformation is needed to address the legacy of apartheid in all areas of human activity. The study of the history of apartheid raises issues connected with the need for social transformation. It promotes social responsibility, conflict resolution and community service and encourages understanding and tolerance.

## Outcomes-based education

The foundation for the curriculum in South Africa is OBE. OBE encourages a learner-centred and activity-based approach and aims to enable **all learners** to reach their maximum learning potential by setting Learning Outcomes to be achieved by the end of a learning process. Learning Outcomes are derived from the Critical and Developmental Outcomes of the curriculum. They describe the knowledge, skills, values and attitudes that the learner in our new education and training system should acquire.

Critical Outcomes aim to develop learners who are able to:

1. Identify and solve problems; make decisions using critical and creative thinking
2. Work effectively with others as members of a team, organization and community
3. Organize and manage themselves and their activities responsibly and effectively
4. Collect, analyse, organize and critically evaluate information
5. Communicate effectively using visual, symbolic and/or language skills in various modes
6. Use science and technology effectively and critically, showing responsibility towards the environment and health of others

7. Demonstrate an understanding of the world as a set of related systems, by recognizing that problem-solving contexts do not exist in isolation.

Developmental Outcomes aim to develop learners who are able to:

1. Reflect on and explore a variety of strategies to learn effectively
2. Participate as responsible citizens in the life of local, national and global communities
3. Be culturally and aesthetically sensitive across a range of social contexts
4. Explore education and career opportunities
5. Develop entrepreneurial opportunities.

## Progression, integration and applied competence

Progression refers to the process of developing more advanced and complex knowledge and skills. Integration is the linkage of concepts, knowledge and skills within and across Learning Areas and Subjects.

Integration within History is achieved by the close relationship between the Learning Outcomes and Assessment Standards and the content. In *Understanding Apartheid*, there is integration between different parts of the History curriculum and with other Learning Areas and Subjects.

Applied competence refers to the integration of three competencies, namely practical, foundational (theory) and reflective (reflection).

## Issues of human rights, environmental and social justice, and inclusivity

Human rights and justice require the empowerment of that section of the population which was previously disempowered by apartheid policies. The principles and practices of social and environmental justice and human rights as defined in the South African Constitution and the curriculum are especially sensitive to issues of potential discrimination and inequality – poverty, race, gender, language, age, disability, etc.

The curriculum adopts an inclusive approach by specifying minimum requirements for all learners. It acknowledges that all learners should be able to develop to their full potential, provided that they receive the necessary support. It aims to address the diverse intellectual, social, emotional, spiritual and physical needs of learners.

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## HOW UNDERSTANDING APARTHEID FITS INTO THE HISTORY CURRICULUM

History is the study of change and development in society over time and space. Through enquiry and the investigation of the past, history enables us to understand and evaluate how past human action impacts on the present and influences the future.

Studying History should build the learner's ability to make informed choices in order to contribute constructively to society and advance democracy. History teaches learners that as human beings, they have choices and that they can choose to change the world for the better.

The History curriculum encourages:

- constructive debate through evaluation of a range of evidence and different points of view
- a critical understanding of socio-economic and political systems in their historical perspective and their impact on people
- the view that historical truth consists of many voices expressing varying and often contradictory versions of the same history
- an appreciation and an understanding of the importance of the democratic values of the Constitution
- the promotion of human rights, peace, and democracy.

If History in the Social Sciences Learning Area in the Senior Phase, and in the Subject History in FET of the curriculum is taught well, it should discourage discrimination, allow debate, confront issues and address current social and environmental concerns and human rights. Learners who study *Understanding Apartheid* should develop these skills and values by gaining insights into apartheid and its impact on our country. Learners are given the opportunity to analyse sources and evidence, study different interpretations and divergent opinions and voices and build historical imagination and empathy. All the above are essential tools for developing conceptual knowledge and critical thinking.

### Knowledge Focus/\*Content

Knowledge Focus/Content is important because it forms the context for the achievement of the Learning Outcomes and Assessment Standards. The History curriculum is designed to encourage and support a holistic view of learning and assessment that moves History beyond the confines of the classroom and engages with public history and heritage. The curriculum locates South Africa within Africa and the world and aims to give young people the tools to understand current issues.

In the curriculum, content has been arranged to highlight the links between ideas, systems, countries and continents, rather than treating their histories separately. The approach seeks to address past imbalances by including the histories of oppressed and marginalized peoples in the world and in South Africa. The History of Africa covers early, pre-colonial, colonial and independent African states. It includes the colonial transformation of African societies and how they responded to this, as well as their independence struggles and issues connected with post-independence renewal.

*Understanding Apartheid* fits particularly with the knowledge focus, History, in Grades 8 and 9 (Senior Phase) and the Content for Grades 11 and 12 (FET).

Below is a table showing in **bold type** the sections of the curriculum covered by the five chapters of *Understanding Apartheid* (see the table on page 3 of the Learner's Book). The other sections of the curriculum listed here can be linked with, and deepen understanding of, segregation, apartheid and ideas of race. They also link South Africa with colonialism in the rest of Africa and in the third world.

<b>GRADE 8</b>	<p><b>Industrialization:</b>  <b>Industrialization in South Africa: diamonds and gold, and changing work and lives in South Africa on the mines, the land and in the cities (including the 1913 Land Act)</b>  <b>Sugar and labour in Natal [indentured workers – discriminated against]</b></p> <p>Resisting British control:  The South African War: who was involved and how did it affect their lives? [how did the British treat African people after the war?]</p> <p>The experience of colonialism in the nineteenth and twentieth centuries:  How African societies experienced and responded to colonialism.</p>
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<b>GRADE 9</b>	<p>The end of World War Two and the struggle for human rights: Human rights and anti-colonial struggles in Africa</p> <p>Apartheid in South Africa:</p> <ul style="list-style-type: none"> <li>• <b>Impact of World War Two</b></li> <li>• <b>What was apartheid?</b></li> <li>• <b>How did it affect peoples' lives?</b></li> <li>• <b>Repression and resistance to apartheid in the 1950s (e.g. the Defiance Campaign, the Freedom Charter and popular culture)</b></li> <li>• <b>Repression and the armed struggle in the 1960s</b></li> <li>• <b>Divide and rule – the role of the homelands</b></li> <li>• <b>Repression and the growth of mass democratic movements in the 1970s and 1980s: external and internal pressure</b></li> <li>• <b>Building a new identity in South Africa in the 1990s: pre-1994 negotiations, the first democratic elections and South Africa's Constitution.</b></li> </ul>
<b>GRADE 11</b>	<p>Imperialism: How did imperialism and colonialism entrench ideas of race – segregation, assimilation, paternalism? [also link with Cape slavery – Grade 10]</p> <p>What was the impact of pseudo-scientific racism and Social Darwinism in the nineteenth and twentieth centuries? ...impact on ideas of race and racism....</p> <p>How unique was apartheid in South Africa?</p> <ul style="list-style-type: none"> <li>• <b>How was segregation a foundation for apartheid?</b></li> <li>• <b>To what extent was apartheid in South Africa part of neo-colonialism in the post World War Two world (1948-1960)?</b></li> <li>• <b>How did apartheid entrench ideas of race?</b></li> <li>• <b>What was the nature of resistance to apartheid during these decades, and how was this resistance part of the wider resistance in the world to human rights abuses?</b></li> <li>• <b>How has the South African past been publicly represented in museums.</b></li> </ul> <p>Museums and monuments</p>
<b>GRADE 12</b>	<p>What forms of civil society protest emerged from the 1960s up to 1990?</p> <ul style="list-style-type: none"> <li>• <b>The 1970s Black Consciousness Movement in South Africa</b></li> </ul> <p>Apartheid South Africa and Eastern Europe in the 1980s</p> <p>What was the impact of the collapse of the USSR in 1989? On South Africa [hastened the end of apartheid]</p> <p>How did South Africa emerge as a democracy from the crises of the 1990s?</p> <ul style="list-style-type: none"> <li>• <b>The crisis of apartheid in the 1980s</b></li> <li>• <b>The collapse of apartheid in South Africa – coming together of internal and external pressures</b></li> <li>• <b>How the crises were managed – conflict, compromise, negotiation, settlement, elections.</b></li> <li>• <b>The Government of national unity and the making of the Constitution</b></li> <li>• <b>New identities and the construction of heritage.</b></li> </ul> <p>What are the ideologies and debates around the constructed heritage icons...?</p> <ul style="list-style-type: none"> <li>• <b>What are the ideologies and debates around South African heritage symbols and representations today?</b></li> </ul>

### History Learning Outcomes

The Learning Outcomes emphasize History as a process of enquiry based on evidence from the past. This means that learners must be given opportunities to engage with and interpret authentic sources from the past. The emphasis is also on understanding and knowledge construction based on the evidence derived from historical sources.

In FET, public history and heritage should be

incorporated into the above processes whenever appropriate. The study of apartheid is particularly well suited to investigations and projects based on Heritage Outcome 4.

Overleaf are the History Learning Outcomes and their associated Assessment Standards for Grades 8, 9, 11 and 12. Indicated in **bold type** are the Assessment Standards of the Learning Outcomes covered in *Understanding Apartheid*.

## Senior Phase: History, Social Sciences Learning Area

Learning Outcomes	Assessment Standards Grade 8	Assessment Standards Grade 9
	Achieved when the learner:	Achieved when the learner:
<p><b>LO 1 Historical Enquiry</b> <i>The learner will be able to use enquiry skills to investigate the past and present.</i></p>	<p>AS 1: Continues to identify and select a variety of historical and archaeological sources relevant to an inquiry [finds sources].  <b>AS 2: Evaluates the sources used (e.g. ‘Who created the source?’ ‘Is it reliable?’ ‘How useful is the information?’) [works with sources].</b>  <b>AS 3: Interprets graphical and statistical sources [works with sources].</b>  <b>AS 4: Presents an original idea as part of an answer to questions posed [answers the question].</b>  <b>AS 5: Communicates knowledge and understanding by constructing own interpretation and argument based on the historical sources (including extended writing, artwork, graphics and drama); uses information technology where available and appropriate [communicates the answer].</b></p>	<p><b>AS 1: Investigates a topic by asking key questions and identifies a variety of relevant sources to explore this topic [finds sources].</b>  <b>AS 2: Asks significant questions to evaluate the sources (e.g. to identify bias and stereotypes, omissions and gaps) [works with sources].</b>  <b>AS 3: Analyses the information in the sources [works with sources].</b>  <b>AS 4: Presents an independent line of argument in answering questions posed, and justifies (using evidence) the conclusions reached [answers the question].</b>  <b>AS 5: Communicates knowledge and understanding by constructing own interpretation and argument based on the historical sources (including extended writing, artwork, graphics and drama); uses information technology where available and appropriate [communicates the answer].</b></p>
<p><b>LO 2 Historical Knowledge and Understanding</b> <i>The learner will be able to demonstrate historical knowledge and understanding.</i></p>	<p><b>AS 1: Begins to make links between historical events and processes in different contexts in the same period [chronology and time].</b>  <b>AS 2: Recognizes that causes and effects of events vary in importance [cause and effect].</b>  <b>AS 3: Explains changes in a wider historical and environmental context [change and continuity].</b></p>	<p><b>AS 1: Places events, people and changes in the periods of history studied within a chronological framework [chronology and time].</b>  <b>AS 2: Identifies categories of causes and effects (e.g. immediate and long-term, direct and indirect) [cause and effect].</b>  <b>AS 3: Explains and analyses the reasons for and results of events in history [cause and effect].</b>  <b>AS 4: Recognizes that change and development do not always mean progress [change and continuity].</b></p>
<p><b>LO 3 Historical Interpretation</b> <i>The learner will be able to interpret aspects of history.</i></p>	<p><b>AS 1: Examines historical interpretation by asking relevant questions about the author of an historical source [source interpretation].</b>  <b>AS 2: Identifies and gives reasons for the different ways that the past is represented and interpreted [source interpretation].</b>  <b>AS 3: Explains why history is not objective or neutral [source interpretation].</b>  <b>AS 4: Recognizes that sense of identity may influence the way events in the past are interpreted [influences on interpretation].</b>  <b>AS 5: Describes main features and uses of material remains of the past in a given context [representation of the past].</b>  <b>AS 6: Explains the importance of conserving our natural and cultural heritage (e.g. objects, buildings, heritage sites) [representation of the past].</b>  <b>AS 7: Explains how and why people’s memories of the past might differ [representation of the past].</b></p>	<p><b>AS 1: Understands the contested nature of content, and that historians construct histories when writing about events from the past [source interpretation].</b>  <b>AS 2: Constructs an interpretation based on sources, giving reasons for own interpretation [source interpretation].</b>  <b>AS 3: Analyses issues which influence the way history has been written [influences on interpretation].</b>  <b>AS 4: Explains the ways in which symbols are used to remember events and people from the past, and how oral histories can contribute to our understanding of the symbols [representation of the past].</b></p>

## Further Education and Training: History

Learning Outcomes	Assessment Standards Grade 11	Assessment Standards Grade 12
	Achieved when the learner is able to:	Achieved when the learner is able to:
<p><b>LO 1 Historical Enquiry (Practical Competence)</b>  <i>The learner is able to acquire and apply historical enquiry skills.</i></p>	<p><b>AS 1: Identify issues within the topic under study (e.g. imperialism) and ask critical questions about the issues.</b>  <b>AS 2: Categorize appropriate/relevant sources of information provided to answer the questions raised.</b>  <b>AS 3: Analyse the information and data gathered from a variety of sources.</b>  <b>AS 4: Evaluate the sources of information provided to assess the appropriateness of the sources for the task.</b></p>	<p><b>AS 1: Formulate questions to analyse concepts for investigation within the context of what is being studied (e.g. globalization).</b>  <b>AS 2: Access a variety of relevant sources of information in order to carry out an investigation.</b>  <b>AS 3: Interpret and evaluate information and data from the sources.</b>  <b>AS 4: Engage with sources of information, evaluating the usefulness of the sources for the task, including stereotypes, subjectivity and gaps in the available evidence.</b></p>
<p><b>LO 2 Historical Concepts (Foundational Competence)</b>  <i>The learner is able to use historical concepts in order to analyse the past.</i></p>	<p><b>AS 1: Use historical concepts such as imperialism, nationalism and fascism to structure information about a period or issue.</b>  <b>AS 2: Analyse the socio-economic and political power relations operating in societies.</b>  <b>AS 3: Explain the various interpretations and perspectives of historical events and why people in a particular historical context acted as they did.</b></p>	<p><b>AS 1: Analyse historical concepts such as post-colonialism, globalization and socialism as social constructs.</b>  <b>AS 2: Examine and explain the dynamics of changing power relations within the societies studied.</b>  <b>AS 3: Compare and contrast interpretations and perspectives of events, people's actions and changes in order to draw independent conclusions about the actions or events.</b></p>
<p><b>LO 3 Knowledge Construction and Communication (Reflexive Competence)</b>  <i>The learner is able to construct and communicate historical knowledge and understanding.</i></p>	<p><b>AS 1: Handle and draw conclusions from quantitative data.</b>  <b>AS 2: Use evidence to formulate an argument and reach an independent conclusion.</b>  <b>AS 3: Use the evidence to substantiate the independent conclusions reached.</b>  <b>AS 4: Use appropriate means of communicating knowledge and understanding suited to a designated audience.</b></p>	<p><b>AS 1: Identify when an interpretation of statistics may be controversial and engage critically with the conclusions presented by the data.</b>  <b>AS 2: Synthesize information to construct an original argument, using evidence from sources provided and independently accessed in order to support the argument.</b>  <b>AS 3: Sustain and defend a coherent and balanced argument with evidence provided and independently accessed.</b>  <b>AS 4: Communicate knowledge and understanding in a variety of ways including discussion (written and oral), debate, creating a piece of historical writing using a variety of genres, research assignments, graphics and oral presentation.</b></p>
<p><b>LO 4 Heritage (Reflexive Competence)</b>  <i>The learner is able to engage critically with issues around heritage.</i>            Note: In this outcome, local history, heritage and public history are linked to sites, monuments, museums, oral histories and traditions, street names, buildings, public holidays and the debates around all of these.</p>	<p><b>AS 1: Analyse public representations and commemoration of the past (e.g. monuments and museum displays).</b>            AS 2: Identify debates around knowledge systems.            AS 3: Analyse the significance of archaeology and palaeontology in understanding the origins of humans.</p>	<p><b>AS 1: Explain ideologies and debates around heritage issues and public representations.</b>            AS 2: Compare the ways in which memorials are constructed in different knowledge systems (e.g. monuments, ritual sites including grave sites).            AS 3: Investigate the relationship between archaeology, palaeontology and other knowledge systems in understanding heritage.</p>

## LEARNING PROGRAMMES AND LESSON PLANS

A learning programme is a planning tool to ensure that Learning Outcomes for each Learning Area/Subject are effectively covered across the grade. The learning programme interprets the Learning Outcomes and Assessment Standards for planned teaching, learning and assessment activities. It spells out the core knowledge/content and concepts that will be used to achieve the Learning Outcomes for the particular grade.

Three stages are involved in planning and designing a learning programme.

### 1. Develop a Learning Area/Subject framework

Planning for the teaching of a phase should begin with an examination of the scope of the History to be taught and learned – the concepts, skills and values; the knowledge/content contexts and/or themes; appropriate assessment strategies and the learning and teaching resources needed.

### 2. Draw up work schedules

This is the second stage in designing a learning programme. Using the information from the phase framework, draw up a work schedule for the year for each grade. The schedule should indicate the sequence in which the knowledge/content context will be presented for the grade.

### 3. Design lesson plans

In stage three, individual teachers plan and design lessons that must be fitted into the work schedule. Lessons involve learning and teaching activities and assessment strategies that reflect the Learning Outcomes

and Assessment Standards. It is at this level that *Understanding Apartheid* activities can be used for lessons or sets of lessons to fulfil the requirements of the curriculum in a particular grade.

### Lesson planning

*Understanding Apartheid* includes activities for well planned History lessons:

- clear purpose in the form of explicit Learning Outcomes and Assessment Standards and contextual content
- realistic time allocations for each step of the lesson plan
- sequence of learning activities
- key questions to ensure engagement with the knowledge/content
- support with developing concepts, skills and values
- suggested answers to questions
- strategy for assessment and recording
- remedial and extension activities
- questions graded for effective lesson planning

Key questions in History are used as a vehicle, particularly in FET. They are important in teaching History because they:

- form an enquiry route through which to study the past
- indicate important human rights issues
- form an organizational framework for teachers to plan and teach and for learners to learn about the past
- give lessons unity and coherence
- encourage learners to ask questions and think critically.

KEY QUESTIONS IN HISTORY	Skills and Language acquisition Through ...
What was it? Who/what was involved?	Naming, identifying, defining
Where did it happen?	Locating
What was it like?	Describing, comparing
Why did it happen? Why did it happen at that time? How did it happen?	Reasoning, explaining
What impact did it have? What were the consequences?	Cause and consequence
Did it change? How did it change?	Analysing change, similarity and difference, continuity and change
How/What do I think and feel about it? How might I have acted in a similar situation?	Empathy, evaluation in terms of human rights principles

(*Learning Programme Guidelines (Grades 10–12), History p.23*)

## Checklist for lesson planning

OUTCOMES	Things to work from and plan for - have you:	Done ✓
Learning Outcomes (LOs)	Identified the main LOs that you are working from?	
Assessment Standards (ASs)	Listed the ASs that you are working towards?	
Content/knowledge focus/ topic (theme/key concept)	Identified the theme or concept of the lesson/set of lessons?	
Content breakdown	Determined what learners will learn in this lesson? How will learners achieve the LO? Key questions: knowledge to acquire, skills to develop and values and attitudes to work towards.	
Integration	Thought of possible links with other Subjects?	
Number of lessons to be taught	Worked out how many lessons you plan to teach on this theme?	
Purpose	Worked out why is it useful to learn about this aspect of apartheid, now and for the future? (It can be helpful for learners to know the reason for learning something.)	
ASSESSMENT PROCESS	Things to think through	
Evidence of learning/learning activity	Do you know what you will look for in each learner's work? The criteria: each criterion should be something the learner can do; assessment instruments to use.	
The way learning will be assessed and data collected	Examples: <ul style="list-style-type: none"> <li>• written work, oral presentations</li> <li>• teacher observation, answers from the class</li> <li>• work from pairs and groups</li> <li>• a test.</li> </ul>	
Recording and reporting	Are reporting and recording systems in place?	
CLASSROOM PRACTICE	Things to consider for each lesson	
Methods or activity	Have you thought what the learners will do and in what sequence?	
Time/duration of lesson/s	Is there enough time to explain or demonstrate new concepts? Have you worked out how much time learners will take for each aspect of the activity?	
Classroom organization	Have you decided how you will arrange the learners? <ul style="list-style-type: none"> <li>• working as a class</li> <li>• working in groups</li> <li>• working in pairs</li> <li>• working alone</li> </ul> Where will learners be? <ul style="list-style-type: none"> <li>• in the classroom</li> <li>• outside.</li> </ul>	
Resources needed	List any resources you may need: <ul style="list-style-type: none"> <li>• additional books, pictures, newspapers, etc.</li> </ul>	
Diversity	Think about the needs of your particular learners; provide differentiation in assessment, etc. according to various learners' needs.	
Reflection	When you have given a lesson, reflect on what went well and where you can improve.	

(adapted from Teacher's Book *Oxford In Search of History* Grade 12, forthcoming Oxford University Press)

### Classroom organization and strategies

When planning a lesson using *Understanding Apartheid*, the teacher should consider how the learners will be organized:

- **Class discussion:** This is useful for the introduction of a chapter or topic. The teacher can use the discussion to make sure that the learners understand

the underlying theme. It also gives the learners an opportunity to start thinking about the new topic. Class discussion is also useful for debate and getting feedback from groups. If your class is very large, you might prefer to have discussion groups.

- **Pair work:** In some activities learners can work in pairs. Pair work is easier to organize than

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group work, and ensures that each learner has an opportunity to speak and listen. Pair work allows learners to discuss pictures, read and interpret sources together, in a supportive way.

- Group work: Small groups give learners the opportunity to work co-operatively, and they are useful for problem-solving. Learners need to learn how to take turns, to give everyone a chance to speak and to listen to each other carefully.
- Individual written work: Writing may range from answering questions in a few sentences or a paragraph, to writing complete essays/extended writing.
- Portfolios: Written work for Learner's Portfolios should be done on loose sheets of paper to be kept in their folders/files. Work in the portfolios is for evaluation in Grades 8 and 9, and for the Programme of Assessment in Grades 11 and 12.
- Site and museum visits: It is invaluable for learners to visit sites of interest and significance to apartheid, the Apartheid Museum being an obvious one. Learners can discuss the purpose and aim of the outing before they go. They should make notes during the visit. When they return, they can use their notes to prepare a short written report or presentation describing their impressions and explaining what they learned.

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## INTEGRATION

Integration within History is achieved by the close relationship between Learning Outcomes, Assessment Standards and knowledge/content. There are also natural links between History and other Learning Areas/Subjects.

In *Understanding Apartheid* the History of apartheid can be integrated with other parts of the Social Sciences and History curriculum, as well as with other Learning Areas/Subjects. Below is a consolidated list of the Learning Areas and Subjects and their Learning Outcomes, which can be linked with a broad understanding of apartheid and its implications.

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## SUBJECT INTEGRATION

### Grades 8 and 9:

#### Languages (First Additional Language)

##### LO1 LISTENING

The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

##### LO2 SPEAKING

The learner will be able to communicate confidently

and effectively in spoken language in a wide range of situations.

##### LO3 READING AND VIEWING

The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.

##### LO4 WRITING

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

##### LO5 THINKING AND REASONING

The learner will be able to use language to think and reason, as well as to access, process and use information for learning.

### Life Orientation

#### LO2 SOCIAL DEVELOPMENT

The learner will be able to demonstrate an understanding of and commitment to constitutional rights and responsibilities.

### Natural Sciences

#### LO3 SCIENCE, SOCIETY AND THE ENVIRONMENT

The learner will be able to demonstrate an understanding of the interrelationships between science and technology, society and the environment.

### Social Sciences (Geography)

#### LO1 GEOGRAPHICAL ENQUIRY

The learner will be able to use enquiry skills to investigate geographical and environmental concepts and processes.

### Grades 11 and 12:

### Economics

#### LO1 MACRO-ECONOMICS

The learner is able to demonstrate knowledge, critical understanding and application of the principles, processes and practices of the economy.

### Geography

#### LO2 KNOWLEDGE AND UNDERSTANDING

The learner is able to demonstrate knowledge and understanding of processes and spatial patterns dealing with interactions between humans, and between humans and the environment in space and time.

### Languages (First Additional Language)

#### LO1 LISTENING AND SPEAKING

The learner is able to listen and speak for a variety of purposes, audiences and contexts.

#### LO2 READING AND VIEWING

The learner is able to read and view for understanding and to evaluate critically and respond to a wide range of texts.

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### LO3 WRITING AND PRESENTING

The learner is able to write and present for a wide range of purposes and audiences using conventions and formats appropriate to diverse contexts.

#### Life Orientation

### LO2 SOCIAL DEVELOPMENT

The learner will be able to demonstrate an understanding of and commitment to constitutional rights and responsibilities.

#### Maths Literacy

### LO4 DATA HANDLING

The learner is able to collect, summarize, display and analyse data and to apply knowledge of statistics and probability to communicate, justify, predict and critically interrogate findings and draw conclusions.

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## ASSESSMENT

### Assessment, teaching and learning

Assessment, as described in the *Protocol on Assessment* (page 5) is a process of collecting, synthesizing and interpreting evidence of learner performance in order to assist teachers, parents and other stakeholders in making decisions about the progress of learners. It is a critical element of the curriculum.

Assessment is a central part of any teaching strategy. It is not an add-on at the end of a particular chapter or unit, but part of the learning and teaching process as a whole. As required by OBE, teachers should provide clear guidelines (explain the desired outcomes) to the learners at the start of a lesson or activity.

To meet the requirements of Learning Outcomes in History, learners need to learn to:

- question the past
- use authentic historical sources
- construct their own history based on evidence/information
- communicate their new knowledge in different ways.

To achieve this, classroom activities need to be based on:

- investigations using historical sources
- activities that link directly to the Assessment Standards of the Learning Outcomes
- opportunities for discussion and debate
- the learning of language and communication skills
- teaching writing skills to develop arguments and support historical evidence.

### Types of assessment

The NCS details the following types of assessment:

- **Baseline assessment:** Requires engagement with the learner at the point where he or she is at, and gives insight into the prior knowledge of the learner. It is important to have this baseline data when the teacher first engages with a group of learners.

- **Diagnostic assessment:** Is used to determine the cause of any problem in learning. It helps to reveal where the problem is, the nature of the problem, and is useful when planning a strategy for resolving the problem.
- **Formative assessment:** Is used to evaluate learners. This type of assessment is a crucial part of learning and teaching as it supports the learning process. Learners should continuously be given critical feedback regarding their progress and engagement with outcomes. Formative assessment can be regarded as assessment **for** learning. This type of assessment enables learning to take place; learners are regularly informed via constructive feedback.
- **Summative assessment:** Is carried out whenever a judgement is needed of the performance of a learner at any specific point in the learning process. This type of assessment provides an indication of the competence of the learner and can be interpreted as a value judgement at a specific time during the process of learning and teaching. Summative assessment can be regarded as assessment **of** learning, as it presupposes a value judgement at any particular stage.

### Continuous assessment

Continuous assessment (CASS) is formative in that it is assessment **for** learning. It takes place at different times throughout the learning process, and provides opportunity for constructive feedback to the learners. Teachers should use a variety of methods to assess learners – the methods could range from pure observation through to tests and examinations.

The *Subject Assessment Guidelines* (page 2) describe continuous assessment as involving assessment activities that are undertaken throughout the year, using various kinds of assessment forms, methods and tools and involving both informal daily assessment and formal assessment.

### Informal, daily assessment

This is the ongoing, daily monitoring of learners' progress in the classroom. Informal assessment should be used to provide feedback to the learners. Daily monitoring of learners' progress can be done through question and answer sessions; short assessment tasks completed during the lesson by individuals, pairs or groups, or through homework exercises. Self-assessment, peer assessment and group assessment can involve learners in informal assessment.

*Understanding Apartheid* contains many examples of daily assessment tasks including: practising the skills of working with written historical sources; activities that develop visual literacy, such as interpreting historical sources like paintings, posters or cartoons; and developing extended writing skills.

Particularly in FET, learners should practise extended writing activities and activities that explore different aspects of heritage, for example, related to the legacy of

apartheid. They should engage with ideas, community structures, natural features, and monuments, buildings and other remains from the past.

The results of the informal daily assessment tasks are not recorded unless the teacher wishes to do so.

### Formal assessment

This is the formal, systematic evaluation and recording of how well learners are progressing. Assessment tasks should be formally assessed using rating codes, rubrics and checklists. Examples of formal assessment can include written work: answers to questions, extended writing in various genres and also projects, oral presentations, demonstrations, performances, tests, exams, etc.

In Grades 8 – 9 formal assessment tasks, even if not included in the Programme of Assessment (see below), should be included in Learners' Portfolios and used when deciding whether a learner should progress to the next grade. In Grades 11 – 12 only those assessment tasks that form part of the Programme of Assessment are included in Learner's Portfolios.

## PROGRAMME OF ASSESSMENT

In line with policy, teachers should develop a year-long formal Programme of Assessment for each subject and grade. A Programme of Assessment consists of a number of formal assessment tasks. A set number of assessment tasks per Learning Area/Subject per phase/grade are given in the *Protocol on Assessment*. The results must be recorded in the learner's Record Sheet.

### Grades 7 – 9

The table sets out eight compulsory, formal assessment tasks for the Social Science Learning Area (four for History and four for Geography). These form the Programme of Assessment, and must be recorded for each grade in the Senior Phase. (Teachers may add to the number of formal assessment tasks, and they may be included in Learner's Portfolios.)

LEARNING AREA	TERM 1	TERM 2	TERM 3	TERM 4	Total
Social Sciences (History and Geography)	2	2	2	2	8

### Grades 10 – 11

The table below sets out seven compulsory, formal assessment tasks for History. These form the Programme of Assessment for Grades 10 – 11 and must be recorded. The marks allocated to the assessment tasks completed during the year will be 25%, and the end-of-year examination mark will be 75% of the final assessment. Assessment is internal. (If a teacher wishes to add to the number of assessment tasks, motivation for this should be communicated to the head of department and the principal of the school.)

SUBJECTS	TERM 1	TERM 2	TERM 3	TERM 4	Total
Subject choice (e.g. History)	2	2*	2	1*	7

\* One of these tasks must be an examination

### Internal assessment in Grade 11

The following is an example of the Programme of Assessment for Grade 11:

TERM 1	TERM 2	TERM 3	TERM 4
2 tasks	2* tasks	2 tasks	1* task
Source-based and extended writing	Heritage investigation	Oral history, research or enrichment assignment	End-of-year examination
Test under controlled conditions	Mid-year examination	Test under controlled conditions	
<b>25% of total year mark = 100 marks</b>			<b>75% of total year mark = 300 marks</b>

\*One of these tasks must be an examination

PROGRAMME OF ASSESSMENT				
REQUIREMENTS	TERM 1	TERM 2	TERM 3	TERM 4
Two (2) tests written under controlled conditions Suggested test totals: Grade 10 first test: 50 marks Grades 10 and 11 all future tests: 100 marks				
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 Learning Outcome 4 and the historical rigour of the other three Learning Outcomes. The Grade 11 project can be carried over into Grade 12. In Grade 12 the learners need to discuss the ideologies and debates around heritage, using their project as a case study.				
Oral history, 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).				
Source-based and extended writing tasks in non-controlled conditions				
Mid-year and end-of-year examinations				

(Subject Assessment Guidelines, History p 10)

### Grade 12

In Grade 12 the Programme of Assessment consists of seven tasks undertaken during the school year internally and an external assessment/examination. The marks allocated to the internal assessment tasks completed during the school year will be 25%, and the external examination mark will be 75% of the final assessment. If a teacher wishes to add to the number of assessment tasks, motivation for this should be communicated to the head of department and the principal of the school.

SUBJECTS	TERM 1	TERM 2	TERM 3	TERM 4	Total
Subject choice (e.g. History)	2	2*	3*		7

\*One of these tasks must be an examination

### Internal assessment in Grade 12

The following is an example of the Programme of Assessment for Grade 12:

TERM 1	TERM 2	TERM 3	TERM 4
3 tasks	2 tasks	2 tasks	
Source-based and extended writing	Either enrichment assignment or second source-based and extended writing task	Test under controlled conditions	Final external examination
Heritage investigation	Mid-year examination	Trial examination	
Test under controlled conditions			
25% of total year mark			75% of total year mark

The following table provides an example of the internal tasks for Grade 12:

PROGRAMME OF ASSESSMENT			
REQUIREMENTS	TERM 1	TERM 2	TERM 3
Two (2) tests written under controlled conditions Both = 100 marks			
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.			
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 should be set.		(1)	
Source-based with extended writing tasks in non-controlled conditions. (Either one, or two – see above).		(1)	
Mid-year and trial examinations			

(*Subject Assessment Guidelines, History p 13*)

Examples of Programme of Assessment tasks for Grades 11 and 12 can be found in the Department of Education document *Subject Assessment Guidelines, History, Appendix 1*.

## RECORDING AND REPORTING

The *Protocol on Assessment* regulates recording and reporting on assessment in schools, and it replaces the national codes of the National Curriculum Statement. The Protocol is implemented from 2006 in all schools.

As defined in the *Protocol on Assessment*, recording is the process in which the teacher records the level of a learner's performance and progress towards the achievement of outcomes. Reporting is the process of communicating learner performance to learners, parents, schools and the other stakeholders.

### Recording

The school management is responsible for the creation and maintenance of various records. These include **Report Cards** (which must be sent to parents/guardians at the end of each term), **Schedules** (which are summaries of the assessment of all learners in a grade) and **Learner's Profiles** (a continuous record of each learner's performance and progress through the grades, giving personal information and an all-round impression of achievements).

Teachers are responsible for **Learning Area/Subject Record Sheets** for each learner, for their **Teacher's Portfolio** and for **Learner's Portfolios**. Recording of performance is indicated on the Record Sheet of a particular Learning Area/Subject, using a combination of marks, codes and comments. Record Sheets reflect the formal, recorded assessment tasks of the Programme of Assessment.

A Teacher's Portfolio is a compilation of all the tasks

for internal assessment. It should include the formal Programme of Assessment, copies of tasks, tests and exams with their assessment tools: assessment criteria and marking guidelines and learners' Record Sheets, attendance records, etc.

A Learner's Portfolio is a collection of evidence of his or her achievement. It should include the assessment tasks that make up the Programme of Assessment, the tools used to assess each task and a record of marks achieved for each of the tasks. In the Senior Phase it should also contain additional formal assessment tasks.

### Reporting

Teachers must report regularly and timeously to learners and parents and others on the progress of learners. In Senior Phase and FET reporting on the Programme of Assessment, they must use the seven-point scale:

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

(*Subject Assessment Guidelines, p 6*)

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### Assessment instruments

Teachers can use different instruments for recording and reporting assessment, depending on whether the assessment is formal or informal. Examples of the instruments that could be used for assessment are: marks/symbols/rating scales, checklists and rubrics. Combinations of these assessment instruments can also be used.

**Rating scales** are marking systems where a symbol (Rating Code) is used, which is linked to a description of competence and a percentage. Rating scales are used for reporting performance and achievement. Rating scales should be used for formal assessment.

**Checklists** consist of statements (criteria) describing acceptable performance in a particular task. When it has been observed that a learner has 'achieved' the criterion it can be ticked off. Checklists are useful for self- and peer assessment activities (see pp. 21 and 22)

**Rubrics** are sets of marking guidelines or criteria for assessing work and giving feedback. Rubrics are a combination of rating codes and descriptions of standards or competences. They consist of a hierarchy of standards with benchmarks that describe the range of acceptable performance for each code. Rubrics are usually used for formal assessment, and are provided in *Understanding Apartheid* for all suggested formal assessment tasks for the Programme of Assessment.

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## HOW UNDERSTANDING APARTHEID FITS WITH ASSESSMENT IN HISTORY

There are many different ways of assessing activities. For the activities, this Teacher's Book indicates if assessment should be informal or formal. It offers opportunities for teacher assessment of individual learners or pairs or groups, as well as self-assessment and peer assessment. These strategies and methods of assessment can be applied to oral and/or written work. The types of assessment: baseline, diagnostic, formative and summative can be achieved through the above methods.

### Teacher assessment – individual learners, pairs and groups

Different ways teachers can assess:

- assessment of individual written work
- observe how the learner in a group tackles the activity and manage his/her time
- observe how the learner interacts with a partner or in a group
- check a learner's written answers in class
- listen to a learner's oral answers, presentations and discussions in class

Different ways of assessing pairs:

- observe learners' attitudes of respect and tolerance when working in pairs
- observe pair work, time management and co-operative learning

- check a pair's written work, e.g. answers to questions
- listen to a pair's discussions and (oral) report back.

Different ways of assessing groups:

- Assessing group work can involve looking for evidence that the group of learners co-operate, contribute to discussion, assist one another, divide up the work, combine individual contributions into a one assessable product, etc. Group assessment combines assessment of both process and product.
- Group assessment can also mean that the different members of the group are given different roles (tasks) to perform within the group. Each member of the group is assessed according to how effectively they have fulfilled their role within the group. The fulfilment of these roles must, however, reflect an understanding of the group activity.
- It is also possible for the group to assess its own members. This can enhance the social interaction of learners and develop a sense of working together as a team.

For assessing individual learners' learning skills (often written work) and group/pair communication skills and attitudes, teachers can adapt the Teacher's Assessment Sheet on page 20.

### Self-assessment

Self-assessment allows learners to reflect on their own work. It is important that the criteria for assessment are given to the learners beforehand. As with all assessment, learners should be guided through activities to strengthen their self-reflective process, and should be taught how to assess and evaluate their own true work. Once learners are familiar with this process, the learning and teaching process is much enhanced.

It will help learners to better understand the whole process of assessment if they are given an opportunity to assess their own work. The Self-assessment Checklist given on page 21 may help with the process. The teacher can adapt this sheet to meet the requirements of the activity.

### Peer assessment

Like self-assessment, peer assessment is a skill that needs to be taught, as it could otherwise provide an opportunity for learners to bully each other. If they are taken through the correct steps of assessment and true reflection so that they realize the importance of commenting constructively on each other's work, peer assessment can be a very useful technique in encouraging learners to examine each other's work critically, but also tactfully.

To be able to undertake peer assessment, the learners need a clear description of what is expected. Teachers can use the Peer Assessment Checklist on p 22 and help learners to complete it, if necessary. It can be adapted to whatever activity is being assessed.

# APPENDIX: RESOURCES FOR THE TEACHER

## LESSON PLAN PLANNING SHEET

SUBJECT: HISTORY

GRADE: .....

LESSON PLAN No: .....

DURATION: .....

### CONTENT FOCUS/TOPIC:

KEY QUESTION/S: .....  
 .....  
 .....

<p>LO 1 Historical Enquiry</p> <p>Assessment Standards to be met:</p>	<p>LO 2 Historical Concepts</p> <p>Assessment Standards to be met:</p>	<p>LO 3 Knowledge Construction and Communication</p> <p>Assessment Standards to be met:</p>	<p>LO 4 Heritage</p> <p>Assessment Standards to be met:</p>
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### POSSIBLE LINKS WITH OTHER SUBJECTS

KEY QUESTION/S	LEARNING ACTIVITIES
<p>1.....            .....            2.....            .....</p>	<p>.....            .....            .....</p>
ASSESSMENT ACTIVITY/IES	BRIEF EXPLANATION
<p>Written work            Presentations            Role-play            Drama            Journals            Logs            Graphic representations            Tests            Essays            Debates            Interviews            Field work/site visits</p>	

ASSESSMENT CRITERIA (Derived from the Assessment Standards)		
DATA COLLECTION METHODS ASSESSOR/S	EVALUATOR/S	FEEDBACK/REPORTING TO
Observation Listening Reading Interpreting Reviewing Questioning Conferencing Interviewing Listener's written observations	Teacher Self Peer Another teacher Outside expert Class panel	Learners Parents Others

(Adapted from *Learning Programme Guidelines, History* pp 43–4)

## LEARNER CHECKLIST FOR WRITTEN COMMUNICATION

Written communication			
<b>Introduction</b>			
Does the introduction address itself to the question that has been asked?			
Is the introduction free of irrelevant facts and background information?			
Is the introduction of a suitable length?			
<b>Main part of the assignment/writing</b>			
Are the topic areas handled in the body divided up into paragraphs?			
Is there some linking device (e.g. a link sentence) that shows why the topic handled in each paragraph is relevant to the question that has been asked ( <b>focus</b> )?			
Have you justified/supported your argument/point of view with relevant evidence?			
<b>Conclusion</b>			
Does the conclusion connect with the question that has been asked?			
Does it provide a rounding off of the topic/argument, thereby giving a sense of closure?			
Does the conclusion contain only materials and/or points of view that have already been dealt with in the introduction or body of the essay?			
<b>Content</b>			
Is there evidence that the information/evidence has been <b>selected</b> to answer the question that has been asked? (i.e. is the information selected <b>relevant</b> to the topic?)			
Have all the content areas one might expect to have addressed in the topic been adequately covered?			
Is the information used accurate?			
Have you studied the topic as widely as possible?			
<b>Language and expression</b>			
Have you written in a clear and logical way so that it is easy to follow and understand your argument?			

(*Learning Programme Guidelines, History* p 49)

## TEACHER'S ASSESSMENT SHEET

Name: \_\_\_\_\_ Activity: \_\_\_\_\_

Date: \_\_\_\_\_ LA/Subject: \_\_\_\_\_ LOs and ASs: \_\_\_\_\_

***This sheet should be adapted to the specific needs of the activity.***

Skills	
Learning skills	Remarks/Codes
Forming and asking questions	
Following instructions	
Finding the information needed	
Answering questions/expressing ideas clearly and correctly: LO... AS.....  LO... AS.....  LO... AS.....	
Reflecting critically on own work and understanding how to improve	
Producing neat, legible work	
Organizing self and managing time well	
Group/ Pair skills	√ Remarks
Following group/pair rules	
Working co-operatively as part of a group/pair	
Contributing to discussions without dominating	
Listening while another speaks	
Accommodating different points of view	
Attitudes	√ Remarks
Respecting another person's point of view	
Participating freely in activities	
Working in a constructive and positive way	
Valuing the beliefs held by other people	

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## SELF-ASSESSMENT CHECKLIST

Name: \_\_\_\_\_ Activity: \_\_\_\_\_

Date: \_\_\_\_\_ LA/Subject: \_\_\_\_\_ LOs and ASs: \_\_\_\_\_

***This sheet should be adapted to the specific needs of the activity.***

Skills	√	Remarks
<i>Learning skills</i> I can ask relevant questions  I can follow instructions  I can find the information needed  I can express answers/ideas clearly and correctly  I can reflect critically on my own work and I understand how to improve my work  I can produce neat, legible work  I can organize myself and manage the use of my time		
<i>Group/Pair skills</i> I follow group/pair rules  I work co-operatively  I contribute to discussions without dominating  I listen while another is speaking		
<i>Attitudes</i> I respect another's points of view  I participate freely in activities  I can work in a constructive and positive way  I value the beliefs held by others		

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## PEER ASSESSMENT CHECKLIST

Name: \_\_\_\_\_ Activity: \_\_\_\_\_

Date: \_\_\_\_\_ LA/Subject: \_\_\_\_\_ LOs and ASs: \_\_\_\_\_

***This sheet should be adapted to the specific needs of the activity.***

Skills	√ Remarks
<p><i>Learning skills</i></p> <p>My partner:</p> <ul style="list-style-type: none"><li>can ask relevant questions</li><li>can follow instructions</li><li>can find the information needed</li><li>can express answers/ideas clearly and correctly</li><li>can reflect critically on own work and understands how to improve</li><li>can produce neat, legible work</li><li>can organize self and manages use of time well</li></ul>	
<p><i>Group/Pair skills</i></p> <p>My partner/group member:</p> <ul style="list-style-type: none"><li>follows group rules</li><li>works co-operatively</li><li>contributes to discussions without dominating</li><li>listens while another is speaking</li></ul>	
<p><i>Attitudes</i></p> <p>My partner, group member:</p> <ul style="list-style-type: none"><li>respects another person's point of view</li><li>participates freely in activities</li><li>can work in a constructive and positive way</li><li>values the beliefs held by other people</li></ul>	

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## GLOSSARY

### **Assessment terms**

**assessment** – a process of collecting, synthesizing and interpreting information to assist teachers, parents and other stakeholders in making decisions about the progress of learners

**assessment task** – an assessment activity or activities that are designed to assess a range of skills and competencies

**continuous assessment** – assessment activities that are undertaken throughout the year, using various kinds of assessment forms, methods and tools and involving both informal daily assessment and formal assessment

**external assessment** – assessment activity, instrument or programme where the design, development and implementation has been initiated, directed and co-ordinated by Provincial Education Departments and the Department of Education either collectively or individually

**formal assessment** – systematic evaluation and recording of how well learners are progressing. Assessment tasks are formally assessed using rating codes, rubrics and checklists. In Grades 10 – 12 only formal recorded assessment tasks form part of the Programme of Assessment and are included in portfolios

**informal assessment** – daily monitoring of learners' progress. This is done through observations, discussions, informal classroom interactions, etc.

**internal assessment/school-based assessment** – any assessment activity, instrument or programme where the design, development, administration, marking, recording and reporting has been initiated, directed, planned, organized, controlled and managed by a school.