

SECTION 4: ASSESSMENT IN SOCIAL SCIENCES

4.1 Introduction

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

Guidelines for good assessment practices in Geography and History

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

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

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

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

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

4.2 INFORMAL OR DAILY ASSESSMENT

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

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

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

4.3 FORMAL ASSESSMENT

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

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

4.3.1 Formal assessment requirements for Social Sciences

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

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

4.3.2 Types of formal assessment for Social Sciences

Projects

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

Tasks

Tasks should be designed to cover the content and concepts of the subject. They must consist of various questions and should assess the aims and skills of the 2 Social Sciences disciplines (Geography and History). **Tasks must be source-based (historical sources, pictures, maps, graphs, table, charts, etc.)** and can include a combination of the following:

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

- Participating in structured, prepared discussion, debate or role play.

Tests and examinations

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

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

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

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

Planning for assessment

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

Follow these steps when designing your own task:

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

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

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

4.4 PROGRAMME OF ASSESSMENT

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

The **marks** for Formal Assessment Tasks, including June and November examinations in Social Sciences Intermediate Phase are as follows:

Grade 4: 25 marks
 Grade 5: 30 marks
 Grade 6: 40 marks

Grade 4 Programme of Assessment				
Term	Discipline	Forms of Assessment	Content	Marks
Term 1	Geography	Test: Source based (Sources such as pictures, sketch maps and extracts)	<ul style="list-style-type: none"> Places where people live 	25
	History	Project	<ul style="list-style-type: none"> Local History 	25
Term 2	Geography	June examination	<ul style="list-style-type: none"> Places where people live Map skills 	10 marks (40%) 15 marks (60%)
	History	June examination	<ul style="list-style-type: none"> Local History Qualities of a good leader 	10 marks (40%) 15 marks (60%)
Term 3	Geography	Task: Data Handling, Case study	<ul style="list-style-type: none"> Food and farming in South Africa 	25
	History	Test: Source based and paragraph writing	<ul style="list-style-type: none"> Transport through time 	25
Term 4	Geography	End-of-year examinations	<ul style="list-style-type: none"> Food and farming in South Africa Water in South Africa 	10 marks (40%) 15 marks (60%)
	History	End-of-year examinations	<ul style="list-style-type: none"> Transport through time Communication through time 	10 marks (40%) 15 marks (60%)

School-Based Assessment
75%

Year-end exams
25%

Grade 5 Programme of Assessment

Term	Discipline	Forms of Assessment	Content	Marks	School-Based Assessment 75%
Term 1	Geography	Test: Map Skills	<ul style="list-style-type: none"> Map skills 	30 marks	
	History	Test: Source-based and paragraph writing	<ul style="list-style-type: none"> Hunter-gatherers and herders in Southern Africa 	30 marks	
Term 2	Geography	June examination	<ul style="list-style-type: none"> Map skills Physical features of South Africa 	12 marks (40%) 18 marks (60%)	
	History	June examination	<ul style="list-style-type: none"> Hunter-gatherers and herders in Southern Africa First farmers in Southern Africa 	12 marks (40%) 18 marks (60%)	
Term 3	Geography	Project	<ul style="list-style-type: none"> Weather, climate and vegetation of South Africa 	30 marks	
	History	Task: Source-based and paragraph writing task	<ul style="list-style-type: none"> An ancient African society: Egypt 	30 marks	
Term 4	Geography	End-of-year examinations	<ul style="list-style-type: none"> Weather, climate and vegetation of South Africa Minerals and mining in South Africa 	12 marks (40%) 18 marks (60%)	
	History	End-of-year examinations	<ul style="list-style-type: none"> An ancient African society Heritage trail through the provinces of South Africa 	12 marks (40%) 18 marks (60%)	

Grade 6: Programme of Assessment

Term	Discipline	Forms of Assessment	Content	Marks	School-Based Assessment 75%
Term 1	Geography	Test: Map Skills	<ul style="list-style-type: none"> Map skills 	40	
	History	Test: Source-based and paragraph writing.	<ul style="list-style-type: none"> An African kingdom long ago in Southern Africa: Mapungubwe. 	40	
Term 2	Geography	June examination	<ul style="list-style-type: none"> Map skills Trade (Focus: South Africa and world) 	16 (40%) 24 (60%)	
	History	June examination	<ul style="list-style-type: none"> An African kingdom long ago in Southern Africa: Mapungubwe Explorers from Europe find Southern Africa 	16 (40%) 24 (60%)	
Term 3	Geography	Task: Data Handling, case study and paragraph writing	<ul style="list-style-type: none"> Climate and vegetation around the world 	40	
	History	Project	<ul style="list-style-type: none"> Democracy and citizenship in South Africa 	40	
Term 4	History	End-of-year examinations	<ul style="list-style-type: none"> Democracy and citizenship in South Africa Medicine through time 	16 (40%) 24 (60%)	
	Geography	End-of-year examinations	<ul style="list-style-type: none"> Climate and vegetation around the world Population – why people live where they do (focus: South Africa and world) 	16 (40%) 24 (60%)	

**Year-end exams
25%**

4.5 ASSESSMENT GUIDELINES AND EXAMINATIONS FRAMEWORK: INTERMEDIATE PHASE

4.5.1 Geography Grades 4-6

Paragraphs in Geography should be structured as follows:

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

4.5.2 Assessment Guidelines for a paragraph:

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

Examinations Framework for Grades 4-6: Geography

Grade 4 June Examination Framework

Answer all questions			
QUESTION NO.	TYPE OF QUESTION Questions should be based on:	TERMS	MARKS
1.	Definition of concepts, extract/pictures on how people in different places meet their needs.	1	10
2.	Definition of concepts, map reading and interpretation (symbols and keys, alpha-numeric grid references, compass directions, RSA map, globe and map of the world)	2	15
TOTAL			25

Grade 4 November Examination Framework

Answer all questions			
QUESTION NO	TYPE OF QUESTION Questions should be based on:	TERMS	MARKS
1.	Definition of concepts, data handling, case studies of fruit farming and stock farming in South Africa	3	10
2.	Definition of concepts, paragraph writing, the water cycle.	4	15
TOTAL			25

GRADE 5 June Examination Framework

Answer all questions			
QUESTION NO	TYPE OF QUESTIONS: Questions should be based on:	TERMS	MARKS
1.	Definition of concepts, map skills, world map, 8 compass directions, Africa, physical map of Africa, images/pictures of Africa.	1	12
2	Physical map of South Africa and physical features of the country, definition of concepts, a case study on the impact of dams on the physical environment OR a case study on road building and impact on the physical environment.	2	18
TOTAL			30

Grade 5 November Examination Framework

Answer all questions			
QUESTION NO	TYPE OF QUESTIONS: Questions should be based on:	TERMS	MARKS
1.	Definition of concepts, data on rainfall patterns in South Africa, a case study on Savannah grasslands.	3	12
2.	Definition of concepts, map showing location of minerals and coal mines in South Africa and how the location of minerals influenced settlement patterns, paragraph writing.	4	18
TOTAL			30

Grade 6 June Examination Framework

Answer all questions			
QUESTION NO	TYPE OF QUESTIONS: Questions should be based on:	TERMS	MARKS
1.	Definition of concepts, map skills (grid referencing, measuring distance and converting it to ground distance using line scale).	1	15
2.	Definition of concepts, case study on how resources change value through the manufacturing process, a case study on Fair trade and paragraph writing	2	25
TOTAL			40

Grade 6 November Examination

Answer all questions			
QUESTION NO	TYPE OF QUESTION Questions should be based on:	TERMS	MARKS
1.	Definition of concepts, location of tropical rainforests, hot deserts and coniferous forests on a world map, human activities in a hot desert and coniferous forest.	3	16
2.	Definition of concepts, data handling on population figures and distribution in South Africa, case study on any major city in the world to highlight the reasons for its location.	4	24
TOTAL			40

4.5.2 Examination Framework for Grades 4-6 HISTORY

GRADE 4 JUNE EXAMINATION

QUESTION NO	TYPE OF QUESTION	CONTENT	MARKS
1.	Source-based	Term 1 Content	10
2.	Source -based	Term 2 content	11
3	Paragraph Writing	Term 2 content	4
TOTAL			25

GRADE NOVEMBER EXAMINATIONS

QUESTION NO	TYPE OF QUESTION	CONTENT	MARKS
1.	Source-based	Term 3 Content	10
2.	Source-based	Term 4 content	11
3	Paragraph writing	Term 4 content	4
TOTAL			25

GRADE 5 JUNE EXAMINATION

QUESTION NO	TYPE OF QUESTION	CONTENT	MARKS
1.	Source-based	Term 1 content	12
2.	Source-based	Term 2 content	14
3	Paragraph writing	Term 2 content	4
TOTAL			30

GRADE 5 NOVEMBER EXAMINATION

QUESTION NO	TYPE OF QUESTION	CONTENT	MARKS
1.	Source-based	Term 3 content	12
2.	Source-based	Term 4 content	14
3	Paragraph writing	Term 4 content	4
TOTAL			30

GRADE 6 JUNE EXAMINATION

QUESTION NO	TYPE OF QUESTION	CONTENT	MARKS
1.	Source-based	Term 1 content	16
2.	Source-based	Term 2 content	20
3	Paragraph writing	Term 2 content	4
TOTAL			40

GRADE 6 NOVEMBER EXAMINATION

QUESTION NO	TYPE OF QUESTION	CONTENT	MARKS
1.	Source-based	Term 3 content	16
2.	Source-based	Term 4 content	20
3	Paragraph writing	Term 4 content	4
TOTAL			40

4.6 RECORDING AND REPORTING

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

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

CODES AND PERCENTAGES FOR RECORDING AND REPORTING

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

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

Social Sciences for Intermediate and Senior Phase learner reports:

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

Geography	%
History	%
Social Sciences (Average)	

4.7 MODERATION OF ASSESSMENT

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation should be carried out internally at school and/or externally at district, provincial and national

levels. Given that the promotion of learners in the Intermediate Phase is largely dependent upon the SBA (which contributes 75%); the moderation process should be intensified to ensure that:

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

4.8 GENERAL

This document should be read in conjunction with:

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

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

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