



# basic education

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Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

## **HISTORY**

## **EXAMINATION GUIDELINES**

## **GRADE 12**

**2017**

**These guidelines consist of 11 pages.**

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## 1. INTRODUCTION

The Curriculum and Assessment Policy Statement (CAPS) for History outlines the nature and purpose of the subject History. This guides the philosophy underlying the teaching and assessment of the subject in Grade 12.

The purpose of these Examination Guidelines is to:

- Provide clarity on the depth and scope of the content to be assessed in the Grade 12 National Senior Certificate (NSC) Examination in History.
- Assist teachers to adequately prepare learners for the examinations.

This document deals with the final Grade 12 external examinations. It does not deal in any depth with the School-Based Assessment (SBA).

These Examination Guidelines should be read in conjunction with:

- *The National Curriculum Statement (NCS) Curriculum and Assessment Policy Statement (CAPS): History*
- *The National Protocol of Assessment: An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment (Grades R–12)*
- The national policy pertaining to the programme and promotion requirements of the National Curriculum Statement, Grades R–12

## 2. ASSESSMENT IN GRADE 12

Assessment in the FET phase comprises essay and source-based questions.

The structure of the examination papers is as follows:

- In the September examination (preparatory) and final external examinations, Grade 12 learners will be required to write **TWO** question papers of a **3 hour** duration each. Both question papers consist of SECTION A and SECTION B.
- SECTION A consists of THREE source-based questions. Candidates will be required to answer at least **ONE SOURCE-BASED** question in each question paper.
- SECTION B consists of THREE essay questions. Candidates will be required to answer at least **ONE ESSAY** question in each question paper.
- Altogether a candidate will be required to answer **THREE** questions, which are as follows:  
  
ONE source-based question and ONE essay question. The third question can be either a source-based question or an essay question. Essay and source-based questions carry 50 marks each.
- The total mark for each question paper is 150.

The prescribed topics for 2017 to 2019 will be assessed as follows:

<b>SECTION A: SOURCE-BASED QUESTIONS</b>	<b>SECTION B: ESSAY QUESTIONS</b>
<p><b>PAPER 1</b> (ONE question per topic will be set)</p>	<p><b>PAPER 1</b> (ONE question per topic will be set)</p>
<p><b>1. Extension of the Cold War</b></p> <p><u>Question focus:</u> The Cuban Missile Crisis</p> <ul style="list-style-type: none"> <li>• The roles of the USA and USSR in Cuba</li> <li>• The Cuban Missile Crisis</li> <li>• Containment and brinkmanship: Cuba as an example</li> <li>• Who was to blame for the Cold War in Cuba?</li> </ul>	<p><b>1. The Cold War</b></p> <p><u>Question focus:</u> Case Study: China</p> <ul style="list-style-type: none"> <li>• Introduction: Establishment of Communist China in 1949 (Background)</li> <li>• Cultural revolution</li> <li>• Chinese relations with the Soviet Union and the USA from 1949 to 1973</li> <li>• China's changing relationships with neighbouring states: Tibet, India, Vietnam, Taiwan (in broad outline)</li> <li>• China as a superpower (in broad outline)</li> <li>• China's economic liberalisation on relations with the rest of the world since Mao's death</li> </ul>
<p><b>2. Independent Africa</b></p> <p><u>Question focus:</u> Africa in the Cold War: Case study: Angola</p> <ul style="list-style-type: none"> <li>• Angola: Colonialism and independence</li> <li>• Outbreak of civil war in 1974 (MPLA and UNITA)</li> <li>• Reasons for and nature of involvement in Angola (USSR, USA, Cuba, China, South Africa); impact on regional stability</li> <li>• Significance of the Battle of Cuito Cuanavale 1987 and 1988</li> </ul>	<p><b>2. Independent Africa</b></p> <p><u>Question focus :</u> Comparative case studies on the Congo and Tanzania</p> <ul style="list-style-type: none"> <li>• What were the ideas that influenced the independent states?</li> <li>• Political, economic, social and cultural successes and challenges faced by the Congo and Tanzania</li> </ul>
<p><b>3. Civil society protests from the 1950s to the 1970s</b></p> <p><u>Question focus:</u> The Black Power Movement</p> <ul style="list-style-type: none"> <li>• Reasons for the Black Power Movement</li> <li>• Formation of the Black Panther Party</li> <li>• Roles of Stokely Carmichael and Malcolm X</li> <li>• Short-term and long-term gains</li> </ul>	<p><b>3. Civil society protests from the 1950s to the 1970s</b></p> <p><u>Question focus:</u> The US Civil Rights Movement</p> <ul style="list-style-type: none"> <li>• Reasons and origins of the Civil Rights Movement in the USA</li> <li>• Role, impact and influence of Martin Luther King Jr</li> <li>• Forms of protest through civil disobedience: Montgomery bus boycott, sit-ins, marches, including those to Lincoln Memorial, Birmingham campaign and Selma-Montgomery marches</li> <li>• Short-term and long-term gains</li> </ul>

<b>PAPER 2 (ONE question per topic will be set)</b>	<b>PAPER 2 (ONE question per topic will be set)</b>
<p><b>1. Civil Resistance, 1970s to 1980s: South Africa</b></p> <p><u>Question focus:</u> The challenge of Black Consciousness to the apartheid state</p> <ul style="list-style-type: none"> <li>• The nature and aims of Black Consciousness</li> <li>• The role of Steve Biko</li> <li>• Black Consciousness Movement (BCM)</li> <li>• The challenge posed by the ideas of Black Consciousness to the state</li> <li>• The 1976 Soweto uprising—briefly, relating to the influence of BCM on the students</li> <li>• The legacy of Black Consciousness on South African politics</li> </ul>	<p><b>1. Civil Resistance, 1970s to 1980s: South Africa</b></p> <p><u>Question focus:</u> The crisis of apartheid in the 1980s</p> <ul style="list-style-type: none"> <li>• Government attempts to reform apartheid</li> <li>• International response</li> <li>• International anti-apartheid movements</li> <li>• Anti-Apartheid Movements in Britain and Ireland</li> <li>• Activities of the Movements: sports boycott; cultural boycott; academic boycott; consumer boycott; disinvestment; sanctions; release Mandela campaign</li> <li>• Support for the anti-apartheid struggle in Africa: Frontline states</li> </ul>
<p><b>2. The coming of democracy to South Africa and coming to terms with the past</b></p> <p><u>Question focus:</u> The TRC</p> <ul style="list-style-type: none"> <li>• Reasons for the TRC hearings</li> <li>• The debates concerning the TRC</li> <li>• Positive aspects of the TRC</li> <li>• Amnesty and reparations</li> <li>• Responses of political parties to the TRC and the final report of the TRC</li> </ul>	<p><b>2. The coming of democracy to South Africa and coming to terms with the past</b></p> <p><u>Question focus:</u> Negotiated settlement and the Government of National Unity</p> <ul style="list-style-type: none"> <li>• Beginning of negotiations 1990–1991</li> <li>• Breakdown of negotiations</li> <li>• Multiparty negotiation process resumes</li> <li>• Ongoing violence</li> <li>• Final road to democracy 1994</li> </ul>
<p><b>3. The end of the Cold War and a new order 1989 to the present</b></p> <p><u>Question focus:</u> New World Order</p> <ul style="list-style-type: none"> <li>• What is globalisation?</li> <li>• Emerging economies and different forms of capitalism: BRICS</li> <li>• South Africa's success in avoiding outright civil war and President Mandela's policy of reconciliation</li> <li>• Responses to globalisation</li> </ul>	<p><b>3. The end of the Cold War and a new world order</b></p> <p><u>Question focus:</u> The end of the Cold War: The events of 1989</p> <ul style="list-style-type: none"> <li>• Gorbachev's reforms in the Soviet Union</li> <li>• The disintegration of the Soviet Union</li> <li>• Turning point in South Africa (the collapse of the Soviet Union and its impact on South Africa)</li> </ul>

### 3. ASSESSING SOURCE-BASED QUESTIONS

In the assessment of learners' ability to work with historical sources, the cognitive levels, the associated historical skills and the weighting of questions across grades must be taken into account. An elaboration is contained in the following table.

COGNITIVE LEVELS	HISTORICAL SKILLS	WEIGHTING OF QUESTIONS	TYPICAL QUESTIONS
<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Extract evidence from sources</li> <li>• Selection and organisation of relevant information from sources</li> <li>• Define historical concepts/terms</li> </ul>	<b>30% (15)</b>	<ul style="list-style-type: none"> <li>• What information in the source tells you about ...?</li> <li>• Quote TWO reasons from the source ...</li> <li>• What do you understand by the term ...?</li> </ul>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Interpretation of evidence from sources</li> <li>• Explain information gathered from sources</li> <li>• Analyse evidence from sources</li> </ul>	<b>40% (20)</b>	<ul style="list-style-type: none"> <li>• What message does the cartoonist convey regarding ...?</li> <li>• Explain in your own words ...</li> <li>• Why do you think ...?</li> </ul>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Interpret and evaluate evidence from sources</li> <li>• Engage with sources to determine its usefulness, reliability, bias and limitations</li> <li>• Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions</li> </ul>	<b>30% (15)</b>	<ul style="list-style-type: none"> <li>• Explain to what extent the evidence in Source 1A...</li> <li>• Compare the evidence in Sources 2A and 2B and explain the differences...</li> <li>• Comment on the usefulness/ limitations/reliability of the information in Sources 3C and 3D ...</li> </ul>

In the assessment of source-based questions, the following must be taken into account with regard to the **cognitive levels** and the **wording of typical questions**:

- **All Level 1** type questions require learners to extract information from sources and define historical concepts. These questions will carry a maximum of 2 marks. Question verbs that will be used to phrase these source-based questions include, amongst others, list, quote, identify, name. Typical questions may be phrased for example: What information in the source tells you about ...? Quote FOUR reasons why ... What do you understand by the term ...?
- **All Level 2** questions require learners to interpret, analyse and engage with evidence from the sources. These questions will carry a maximum of between 4 to 6 marks. Question verbs that may be used to phrase these source-based questions include, amongst others, explain, comment, describe and organise information logically from the sources. Typical questions may be phrased for example: What message does the cartoonist convey about...? Explain in your own words ... Why do you think...?
- **All Level 3** questions require learners to explain, for example, the different perspectives in sources (compare/contrast), draw conclusions about the reliability and usefulness of sources, etc. These questions will carry a maximum of between 4 to 8 marks and may be assessed using an analytical/holistic rubric. Question verbs that will be used to phrase these source-based questions include, amongst others, compare or contrast, evaluate, assess, explain to what extent you would agree/disagree, comment on the reliability of the evidence in a source, explain the usefulness, comment on the consequences, explain the limitations, justify, etc. Typical questions may be phrased for example: Explain to what extent ... Compare the evidence in both Sources 1A and 1B and explain how you would account for the differences ... Comment on whether...
- **Paragraph** questions will carry about 8 marks and will be assessed using an analytical/holistic rubric. Questions will be phrased whereby learners would be required to answer questions on Level 3 skills (compare/contrast; bias; usefulness; reliability). For example: explain the role, impact, causes, effects or significance of a specific historical event that is related to the respective key question. Typical questions may be phrased for example:
  - Use the information in the relevant sources and your own knowledge and write a paragraph explaining the impact/significance of ...
  - Explain why a historian would consider the information in both Sources 1A and 1B useful when studying the consequences of ...
  - In what ways is the cartoonist's view (Source 2C) supported by the evidence presented in the other two sources...
  - Compare the evidence in Sources 3A and 3B and explain how the information in both sources differ regarding the ...
  - Explain why a historian might question the reliability of the evidence in Source 3C ...
  - Comment on the limitations of Source 3D for a historian studying ...





#### 4. ASSESSING ESSAY QUESTIONS

In the writing of essays, learners must be able to structure their argument in a logical and coherent manner. They need to select, organise and connect the relevant information so that they are able to present a reasonable sequence of facts or an effective argument to answer the question posed. It is essential that an essay has an introduction, a coherent and balanced body of evidence and a conclusion. In responding to essay questions learners should be able to:

- Plan and structure an essay
- Demonstrate a thorough knowledge and understanding of the topic
- Select and use relevant information from their own knowledge to answer the question
- Develop and sustain a relevant line of argument
- Write logically and coherently

Typical questions may be phrased using the following descriptors, for example:  
'Critically discuss ', 'Explain to what extent ...', 'Comment on...', 'Evaluate ...', 'Assess ...'

**GLOBAL ASSESSMENT OF ESSAYS: TOTAL MARKS: 50**

<b>PRESENTATION</b>    <b>CONTENT</b>  	<b>LEVEL 7</b> Very well planned and structured Good synthesis of information. Developed an original, well balanced and independent line of argument with the use of evidence, sustained and defended the argument throughout. Independent conclusion is drawn from evidence to support the line of argument.	<b>LEVEL 6</b> Very well planned and structured essay. Developed a relevant line of argument. used to defend the argument Attempts to draw an independent conclusion from the evidence to support the line of argument.	<b>LEVEL 5</b> Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.	<b>LEVEL 4</b> Planned and constructed an argument. Evidence is used to some extent to support the line of argument Conclusions reached based on evidence.	<b>LEVEL 3</b> Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.	<b>LEVEL 2</b> Attempts to structure an answer. Largely descriptive, or some attempt at developing a line of argument. No attempt to draw a conclusion	<b>LEVEL 1</b> Little or no attempt to structure the essay.
<b>LEVEL 7</b> Question has been fully answered. Content selection fully relevant to line of argument.	47–50	43–46					
<b>LEVEL 6</b> Question has been answered. Content selection relevant to the line of argument.	43–46	40–42	38–39				
<b>LEVEL 5</b> Question answered to a great extent. Content adequately covered and relevant.	38–39	36–37	34–35	30–33	28–29		
<b>LEVEL 4</b> Question is recognisable in answer. Some omissions or irrelevant content selection.			30–33	28–29	26–27		
<b>LEVEL 3</b> Content selection does relate to the question, but does not answer it, or does not always relate to the question. Omissions in coverage.				26–27	24–25	20–23	
<b>LEVEL 2</b> Question inadequately addressed. Sparse content.					20–23	18–19	14–17
<b>LEVEL 1</b> Question inadequately addressed or not at all. Inadequate or irrelevant content.						14–17	0–13

**\* Guidelines for allocating a mark for Level 1**

- Question not addressed at all/ totally irrelevant content; no attempt to structure essay = 0
- Question includes basic and generally irrelevant information; no attempt to structure the essay = 1–6
- Question inadequately addressed and vague; no attempt to structure the essay = 7–13

## **5. CONCLUSION**

This Examination Guidelines document is meant to articulate the assessment aspirations espoused in the CAPS document. It is therefore not a substitute for the CAPS document which educators should teach to.

Qualitative curriculum coverage as enunciated in the CAPS cannot be over-emphasised.