





## C. INTERPRETATION OF THE REQUIREMENTS

### School Based Assessment (SBA)

#### Introduction:

Internal Assessment is the assessment of the learner's performance carried out on an ongoing basis at the learning site by the teacher, using various assessment techniques.

#### Composition of the SBA

##### SECTION A: TESTS AND EXAMS

3 tests (3 x 10)	30
Preliminary/Trial Examinations	25

##### SECTION B: ALTERNATE FORMS OF ASSESSMENT

Historical Investigation	35
Oral Presentation	10

**TOTAL** [100]

#### Explanation of these components

##### SECTION A: TESTS AND EXAMINATIONS

#### 1. Tests/ Substantial Task [30]

- **Three examples** produced in the Grade 12 year representing the candidate's best work.
- These must be written **under controlled test conditions**.
- The type of task should be equivalent to the type of task examined in Grade 12, i.e. it must be a discursive essay, a source-based essay, an extended writing task (only one extended writing piece may be submitted), or source-based test of at least 50 marks.
- Assessment standards must reflect Grade 12 assessment practice.

#### 2. Preliminary Examination

Grade 12 Preliminary examinations [25]  
(300 marks converted to a mark out of 25)

##### SECTION B: Alternate forms of assessment

#### 3. A Historical Investigation – an independent study. [35] (marked out of 40 and converted to a mark out of 35)

##### 3.1 Introduction

The historical investigation is a problem-solving activity that enables candidates to demonstrate the application of their skills and knowledge in an area which interests them and which need not be syllabus related. The chosen historical enquiry should enable the candidate to develop and apply the skills of a historian such as making sense of source material and managing conflicting interpretations where necessary.

The candidate will need to search for, select, evaluate, and use evidence to reach a decision or solve a problem. Candidates are expected to use several sources, including primary sources where appropriate, and to evaluate critically at least two. The account should be written up in the style outlined below.

### **3.2 Examples of the types of investigations candidates may undertake are:**

- A historical topic or theme using written sources or a variety of sources
- A historical topic based on fieldwork: for example, a museum, archaeological site, battlefields, churches
- A historical problem using documents (this could include newspapers)
- A local history project
- A history project based on oral interviews
- A historical investigation based on interpreting a novel, film or piece of art, for example.

### **3.3 Requirements**

Candidates will be required to:

- Undertake a historical investigation culminating in a written account of 1500-2000 words as per the specifications below
- Choose a title for the historical investigation which, in order to give focus and direction, must be framed as a question.
- Use more than two sources and include primary sources where appropriate.

The teacher will internally assess the historical investigation according to the rubric provided (Administrative and Support Documentation: 6).

### **3.4 Choice of Topic**

Candidates should choose their own topic, with the teacher's guidance.

The teacher must approve the investigation before work is started, in the light of the criteria against which it will be assessed. The investigation must be problem-centred and the topic must connect with historical issues.

The choice of topic must allow the candidate to utilise the historical skills of selection, analysis, evaluation, and synthesis of sources. The candidate must be able to demonstrate historical awareness and judgement within the scope of the investigation.

Candidates must be guided towards constructing tightly focused investigations, as too large a frame of reference will result in superficial work.

Candidates must be aware of ethical considerations when undertaking any investigation. They must show tact and empathy, respect and confidentiality. All sources used must be acknowledged.

The following are examples of the sorts of investigations that would be suitable:

- Oral Histories: How did the Pass Laws impact on the lives of the ..... family?
- Museum investigations: The Museum Africa Treason Trial Exhibition: an analysis of its strengths and weaknesses as a source for school research into the Treason Trial.

- Fieldwork: How did the British pitch camp at Isandlwana and why was this inadequate in the face of the Zulu attack? A personal on-site investigation.
- Newspaper study: To what extent did the reporting on the Rivonia Treason Trial in the South African English and Afrikaans press reflect the traditional political divide between the two language groups?
- Primary source analysis: How do eyewitness accounts of the events at Sharpeville on 21 March 1960 differ? An analysis and assessment of the conflicting evidence.

### 3.5 The Written Account

The length requirement of 1 500 – 2 000 words excludes the bibliography, sources, pictures, graphs, etc.

Regardless of the type of historical investigation chosen, every candidate must produce a written account consisting of the following five sections:

<b>A</b>	Summary of evidence	6 marks
<b>B</b>	Evaluation of sources	10 marks
<b>C</b>	Introduction, investigation, conclusion	20 marks
<b>D</b>	Reflection	2 marks
<b>E</b>	List of sources	2 marks

#### **A Summary of evidence**

The summary of evidence should indicate what the candidate has found out from the sources he or she has used. It can be in the form of either a list or continuous prose. Any illustrations, documents, or other relevant evidence should be included in an appendix and will not be included in the final word count.

#### **B Evaluation of sources**

This section of the written account should be a critical evaluation of at least two, but no more than four, important sources appropriate to the investigation and should refer to their origin, purpose, value and limitation.

#### **C Introduction, investigation, conclusion**

The analysis should include:

- an introduction which includes the subject of the investigation (formulated as a question) and an outline of how the argument or discussion is structured and the direction it takes.
- a discussion of the historical context of the investigation and of both the relevance and importance of the investigation
- analysis of the evidence
- if appropriate, discussion of different interpretations
- the conclusion must be clearly stated and consistent with the evidence presented

## **D Reflection**

This requires a short reflection on the significance of the investigation from a personal point of view.

## **E List of sources**

A bibliography or list of sources must be included. An accepted form of referencing must be used.

### **3.6 Process to be followed with the Historical Investigation**

The initial research may be started in September of the Grade 11 year. It is suggested that candidates be given a structured programme of deadlines to enable them to complete the research and writing of the investigation timeously. The final written product must be submitted in Grade 12.

The intention is that this investigation is done in the candidates' own time. However, it is not intended that candidates will work unsupervised. It is the responsibility of the teacher to ensure that candidates are familiar with:

- The requirements of the historical investigation
- The assessment criteria
- Internal deadlines and final submission date

Teachers must explain that the historical investigation must be entirely the candidate's own and that candidates are expected to sign a written declaration to this effect, verified by the teacher, when they submit the work for internal assessment.

Should the teacher doubt the authenticity of the work, he/she is expected to scrutinise the following:

- The candidate's initial proposal
- The first draft of the written work
- The references cited and the bibliography
- The style of writing compared with the work known to be that of the candidate.

The teacher may also, at his/her discretion, require the candidate to undergo an oral interview on the investigation.

Teachers may give advice on the first draft of the investigation but this first draft may not be heavily annotated or edited by the teacher. The next version handed in must be the final one.

All preliminary work, including the first draft, must be available for moderation.

In order to avoid plagiarism, candidates must always ensure that they fully acknowledge the words and/or ideas of another person. An accepted form of quoting must be applied consistently.

#### 4. A Presentation [10]

- This is an individual presentation. It can either be based on a section of the Grade 12 content and context or it can be an oral presentation of the Historical Investigation.
- Regardless of the format chosen (oral, dramatic, visual, electronic, etc) every candidate must include an oral component to the presentation
- A transcript of the oral component must be included in the file.
- Each candidate's presentation must be approximately five minutes in duration.
- Each candidate is assessed individually.
- Assessment is according to the common set of assessment criteria provided (Administrative and Support Documentation: 7).
- All preparatory work must be included in the SBA file.

#### 5. The Teacher File

A ring file is recommended.

This file should include:

- A **cover page** with teacher name, school and centre number. If more than one teacher is teaching the subject, a list of the teachers' names must be included.
- A **contents page**. The learners' files should match up with this list as well.
- **Mark sheets** –these should all have examination numbers. The following should be provided in the file – IEB mark (rank order) sheet (Administrative and Support Documentation: 2; teacher's spread sheet for the whole class with averages; IEB list of candidates selected for National Moderation (if applicable)
- Evidence of cluster attendance.
- Different SBA sections need to be separated by page dividers. Please make sure all tasks are dated as this provides evidence of progress of learners throughout the year. Tests should indicate “control test” with topic or class assessment and nature of the task, e.g. essay.
- All tasks, memoranda and analysis must be included.
- Absenteeism or missing task. A letter must be placed on file. This should be signed by the learner and teacher. An alternative task may replace a task missed; this should be clearly marked and the task and memorandum should appear in the teacher file. The replacement task should be of the same mark allocation; quality, etc.

#### 6. The Learner File

Each learner will have a file which must include a collection of the learner's work.

This must be available for moderation purposes by the 31 October of each year.

This file must meet the following requirements:

It must be a soft cover A4 file with clear front (not a flip file) which is able to hold all the pieces of work securely.

- The SBA cover sheet with declaration (Administrative and Support Documentation: 1) must be filed in front and all items placed in order.
- If any piece of work does not fit into the file, it should be enclosed in a clear plastic bag with the relevant details in front.

**Absence from a SBA Task**

Pupils should be given an opportunity to make up missed tasks. If necessary an equivalent exercise can be done. An authentic reason in writing, i.e. doctor's letter, should be produced if a pupil misses a SBA task.

**D. ADMINISTRATIVE AND SUPPORT DOCUMENTATION**

1. SBA cover sheet with declaration
2. IEB rank order mark sheet
3. Rich tasks and cognitive levels
4. IEB CAPS Assessment Syllabus for Grade 12
5. Learner Planning Sheet for Historical Investigation
6. Historical investigation marking rubric
7. Historical presentation marking rubric
8. Generic rubric for source based essay
9. Generic rubric for discursive essay
10. Generic rubric for extended writing
11. Regional/National moderation sheets
12. Taxonomy of cognitive levels

## 1. SBA FILE COVER SHEET WITH DECLARATION



**INDEPENDENT EXAMINATIONS BOARD**  
**NATIONAL SENIOR CERTIFICATE EXAMINATION**  
**HISTORY SBA**

**NAME OF CANDIDATE:** \_\_\_\_\_

**EXAMINATION NUMBER**

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		Possible Mark	Actual Mark
<b>SECTION A</b> 1. TESTS/TASKS	1		
	2		
	3		
<b>TOTAL FOR THIS SUB-SECTION</b>		<b>30</b>	
2. EXAMS Preliminary Examinations	P1	200	
	P2	100	
<b>TOTAL FOR THIS SUB-SECTION</b>		<b>25</b>	
<b>SECTION B</b> 1. Historical Investigation		35	
2. Presentation		10	
<b>TOTAL FOR THIS SECTION</b>		<b>45</b>	
<b>TOTAL</b>		<b>100</b>	

I certify that all the work in this file is the candidate's work.

Signature of teacher: \_\_\_\_\_ Date: \_\_\_\_\_

I certify that all that all the work in this file is my own work.

Signature of candidate: \_\_\_\_\_ Date: \_\_\_\_\_

2. IEB RANK ORDER MARK SHEET



**INDEPENDENT EXAMINATIONS BOARD  
NATIONAL SENIOR CERTIFICATE EXAMINATION  
HISTORY SBA**

CENTRE NO

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CANDIDATES LISTED IN RANK ORDER OF MARKS (HIGHEST TO LOWEST)

	EXAMINATION NUMBER		MARK - 100
1			
2			
3			
4			
5			
6			
7			
8			
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25			

## 3. GENERIC DOCUMENT ON RICH TASKS



**NATIONAL SENIOR CERTIFICATE EXAMINATION  
HISTORY  
RICH TASKS AND COGNITIVE LEVELS**

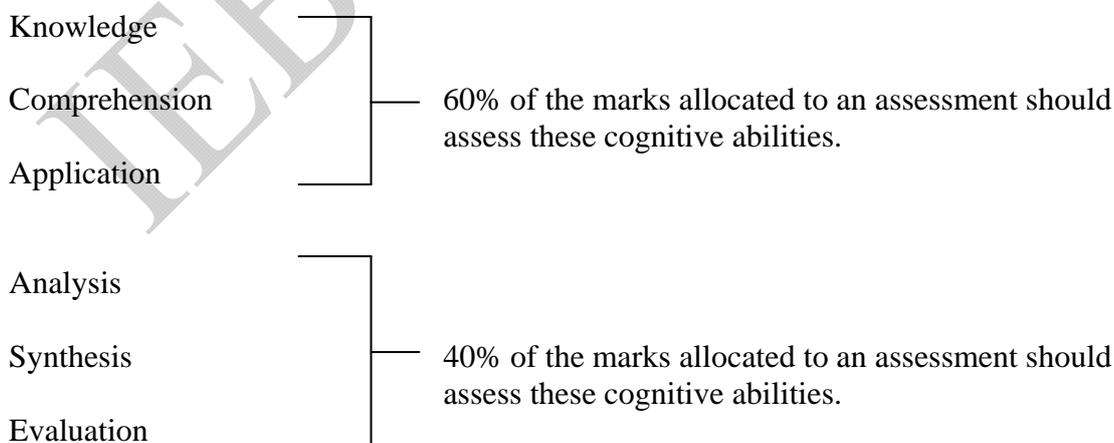
The file requirements of the NSC see a reduction in the number of file pieces but an increase in the rigour required – a less is more approach. The file pieces that are not examination or test oriented should be rich.

### What do we mean by rich tasks?

1. Tasks that assess a combination of historical skills, concepts and content.  
They should assess a meaningful chunk of the qualification.
2. Tasks that require an integration of knowledge, skills, attitudes and values  
They should require learners to use knowledge, skills, attitudes and values learned over time in an integrated way in an applied context.
3. Tasks that make use of unfamiliar/unrehearsed contexts  
Learners should be required to demonstrate applied competence, i.e. transfer their learning gained over time into new situations. These new contexts should be:
  - real life
  - relevant and appropriate to the age group
  - present a problem or scenario or issue with which the learners have to engage
  - allow assessment of process as well as product
  - encourage metacognition (awareness of the process of learning)
  - cater for all levels of cognitive ability

### SETTING TO COGNITIVE LEVELS

Tasks should be set with the following in mind:



## 4. IEB CAPS ASSESSMENT SYLLABUS FOR GRADE 12



## ASSESSMENT SYLLABUS FOR GRADE 12

*What is the nature of the post-Second World War world?*

**Topic 1: The Cold War**

*How did the Cold War period shape international relations after the Second World War?*

**What were the Origins of the Cold War?**

- What was the Cold War? (conceptual understanding)
- End of the Second World War (introduction) – why did a Cold War develop? (Yalta and Potsdam Conferences; division of Germany)
- USSR and USA and the creation of spheres of interest:
  - creation of satellite states in Eastern Europe (in brief/ no detail);
  - USA's policy of containment: Truman Doctrine, Marshall Plan and Soviet reaction;
  - Berlin Crises 1948 and 1961; and
  - opposing military alliances: NATO and Warsaw Pact (broadly);
- Containment and brinkmanship: the Cuban Missile Crisis (as an example of containment and brinkmanship); and
- Who was to blame for the Cold War? (interpretation; differing points of view)

**How did China rise as a world power after 1949? (to be rotated annually as a topic with Vietnam)**

- Introduction; establishment of Communist China in 1949 and events leading up to 1949; **(NOT EXAMINABLE)**
- Cultural Revolution; **(NOT EXAMINABLE)**
- China's relations with the Soviet Union and the USA from 1949 to 1973 (clash of ideologies rather than individual events);
- China's changing relationships with neighbouring states – Tibet, India, Vietnam and Taiwan;
- To what extent was China established as a superpower by the time of Mao's death?;
- Conclusion – impact of China's economic liberalisation on relations with the rest of the world since Mao's death until the present. **(NOT EXAMINABLE)**

**How was Vietnam able to win a war against the USA? (1954 to 1975) (to be rotated annually as a topic with China)**

- Background – overview of the struggle against colonial powers prior to the Second World War; and
- The period immediately after the Second World War in Vietnam.

**Stages of the Vietnam War:**

- 1957 to 1965 – Struggle in Vietnam between the South Vietnamese army and the Viet Cong;
- 1965 to 1969 – North Vietnamese-USA struggle (including the nature of the war);
- The war from Vietnamese and US perspectives;

- 1969 to 1975 – USA withdrawal from Vietnam (the impact on US politics);
- Conclusion: How the war is remembered today in the USA and Vietnam. (**NOT EXAMINABLE**)

## Topic 2: Independent Africa

### *How was independence realised in Africa in the 1960s and 1970s?*

- **What were the ideas that influenced the independent states?**

Different forms of government (political ideologies and economies), such as African socialism, capitalism, democracy and one-party states.

- **Comparative examples to illustrate the political, economic, social and cultural successes and challenges in independent Africa (1960 to 1980)**

- the Congo/Zaire; and
- Tanzania.

- **The successes and challenges faced by independent Africa**

- Differing ideologies/political issues:
  - role of leaders: Lumumba, Mobuto Sese Seko, Nyerere;
  - legacies of colonialism;
  - types of government; and
  - political stability and instability;
- Economic issues:
  - types of economies;
- Social and cultural issues:
  - benefits of independence;
  - education; and
  - Africanisation.

## Topic 3: Civil society protests 1950s to 1970s

### *What forms of civil society protest emerged from the 1950s to 1970?*

#### The US Civil Rights Movement

- Reasons and origins of the Civil Rights Movement in the USA (background information only);
- The role, impact and influence of Martin Luther King Junior; and the influence of passive resistance (Gandhi) on Martin Luther King
- Forms of protest through civil disobedience: Montgomery bus boycott, sit-ins, school desegregation (Little Rock, Arkansas), marches including Lincoln Memorial, Birmingham campaign and Selma-Montgomery marches;
- Short-term and long-term gains.

## The Black Power Movement

- Reasons for the movement;
- Black Panthers;
- Roles of Stokely Carmichael and Malcolm X; and
- Short-term and long-term gains.

## Other Forms of Civil Society Protests in the USA:

- Women's liberation and feminist movements in the 1960s and 1970s;
- The peace movements: disarmament; students and anti-war movements; and hippie movement.

## Topic 4: Civil Resistance in South Africa (1970s and 1980s)

*What was the nature of the civil society resistance in the 1970s and 1980s?*

### Introduction (NOT EXAMINABLE)

- Nature of the Apartheid state from 1964 to the 1980s;
- Opposition – underground, in prison and in exile.

### The challenge of Black Consciousness to the Apartheid state

- The nature and aims of Black Consciousness;
- The role of Steve Biko;
- The 1976 Soweto uprising (not the events but the debates about whether or not the students were influenced by Black Consciousness thinking); and
- The legacy of Black Consciousness on South African politics. (NOT EXAMINABLE)

### Internal and External Pressures on the South African Government in the 1980s

- Policies of Botha's government – Total Strategy (Repression and Reform)

### Internal Pressures

- Response to Botha's 'reforms' – new methods of mobilisation; labour's 'rolling mass action'; mass civic action to make the country ungovernable (role of civics, UDF, Mass Democratic Movement, End Conscription Campaign and Black Sash).

### External Pressures

- International anti-Apartheid movements; (sports boycott; cultural boycott; academic boycott; consumer boycott; disinvestment; sanctions; Release Mandela campaign; role of the international trade unions);
- Support for the anti-Apartheid struggle in Africa – frontline states (Angola, Botswana, Mozambique, Tanzania, Zambia and Zimbabwe). (NOT EXAMINABLE)

## Topic 5: The coming of democracy in South Africa and coming to terms with the past

*How did South Africa emerge as a democracy from the crises of the 1990s, and how did South Africans come to terms with the Apartheid past?*

### The negotiated settlement and Government of National Unity

- Background:
  - secret negotiations with the ANC-in-exile; and
  - negotiations with Mandela;
- 1990 to 1991:
  - unbanning of organisations;
  - release of political prisoners (including Mandela);
  - debates around negotiations (Groote Schuur and Pretoria Minutes);
  - CODESA I;
- Breakdown of negotiations:
  - 'Whites only' referendum;
  - violence in the 1990s and debates around the violence (Third Force, Boipatong and Bisho);
  - CODESA breaks down;
  - Record of Understanding and the 'sunset' clause;
- Multi-party negotiation process resumes:
  - formal multi-party negotiations resumed;
  - murder of Chris Hani;
- Ongoing violence:
  - attempts to derail negotiations flares up after agreements are reached;
  - AWB invasion of World Trade Centre;
  - St James Massacre; killing at the Heidelberg Tavern;
- Final road to democracy in 1994:
  - fall of Mangope and Gqozo and the Bophuthatswana shootings;
  - Inkatha Freedom Party March to Shell House and Shell House Massacre;
  - the drafting of the Constitution and the Bill of Rights;
  - Freedom Front and IFP join elections;
  - 27 April election and the Government of National Unity.

### How has South Africa chosen to remember the past?

#### The Truth and Reconciliation Commission

- Reasons for the TRC;
- Various forms of justice: retributive justice and the Nuremberg trials in post-War Germany (**NOT EXAMINABLE**); restorative justice and the TRC hearings;
- The debates concerning the TRC:
  - positive aspects: TRC as an instrument of reconciliation;
  - amnesty provisions and problems with amnesty;
  - focus on human rights of 1980s and ignoring institutional violence and the human rights abuses of Apartheid; and

- reparations;
- Responses of political parties and reasons for the responses to the TRC and the final report of the TRC: National Party, Inkatha Freedom Party and African National Congress.

### **Remembering the past: memorials (NOT EXAMINABLE)**

- How has the struggle against Apartheid been remembered? Appropriate museum or memorial, such as:
  - Freedom Park at national level,
  - Thokoza monument at local level.

### **Topic 6: The end of the Cold War and a new world order: 1989 to the present**

#### *How has the world changed since the 1960s?*

#### **The end of the Cold War**

- Gorbachev's reforms in the Soviet Union (reasons for his reforms and the impact of these reforms);
- Events in Eastern Europe (Poland, Czechoslovakia; Romania and Hungary):
  - events in Poland – significance of 'Solidarity';
  - Germany: the fall of the Berlin Wall;
- The end of the Cold War and the collapse of the USSR;
- impact on South Africa.

#### **A new world order**

- defining globalisation;
- balance of world power and impact on Africa (economic divide):
- dominance of global Western capitalism: USA; Bretton Woods, IMF and World Bank; World Trade Organisation; civil society resistance to global capitalism;
- emerging economies and different forms of capitalism: BRICS (Brazil, Russia, India, China and SA); **(NOT EXAMINABLE)**
- South Africa in the new world order – challenges of poverty and inequality, redress of past economic injustices (RDP and land claims); the developmental state as an attempt to solve these problems; and
- responses to globalisation, heralding an age of economic insecurity – nationalism, localisation (such as the breakup of former Yugoslavia); extremism (such as religious fundamentalism, including the Christian right wing and Islamic fundamentalism; 9/11 and its consequences; the war on terror, Iraq), as well as environmental movements. **(NOT EXAMINABLE)**

5. LEARNER PLANNING SHEET FOR HISTORICAL INVESTIGATION



**LEARNER PLANNING SHEET FOR HISTORICAL  
INVESTIGATION**

**RESEARCH PROPOSAL  
Stage I**

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

1. Write down the broad research topic have you decided on:

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2. Write down two or three possible research question you are considering focusing on within this broad area:

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2. What other general research have you undertaken so far to identify a topic (e.g. identification of interview candidates; internet research; phone contacts; visit to a possible site, etc.) Record in correct format where appropriate (e.g. correct referencing of internet site):

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4. Motivate your selection of the broad topic area:

- (a) why does it interest you?
- (b) what historical significance does it have?

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5. What difficulties might you experience in investigating this topic?

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6. How will you deal with these difficulties?

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Teacher's comment:

**RESEARCH PROPOSAL**  
**Stage II**

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

1. Write down your final research question:

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2. Your tentative thesis:  
(i.e. a provisional answer to your research question based on the information you have accessed so far. This may change as you gather more evidence)

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3. Write down your list of references you have located. Please organise them into the following categories for this form: primary sources, books, internet sites, CD Roms, journals and magazines.

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4. Which **primary source** do you expect to be most useful?

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- What **advantage (value)** does this primary source have in terms of reliability, eyewitness, immediacy, point of view?

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- What **disadvantage (limitation)** might you experience with this source? Consider inaccuracy, unreliability, bias, memory problems, romanticisation, exaggeration, language.

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5. Which **secondary source** do you expect to be most useful?

- (a) What **advantages (value)** does this secondary source have in terms of accuracy, authority of author, objectives, currency, breadth/depth of cover, indexing, etc.

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- (b) What **disadvantages (limitations)** might this secondary source have? Consider problems with above criteria as well as technical difficulty with indexing, etc.

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6. How are you going to avoid a narrative?  
Identify which aspects of your investigation that you expect to **analyse** by comparing, contrasting, contextualising and evaluating.  
[Please note: any opinion you offer on your historical investigation must be informed and based on the above process]

7. Arrangements:  
Has your interviewee(s) agreed to be interviewed **at least twice**?

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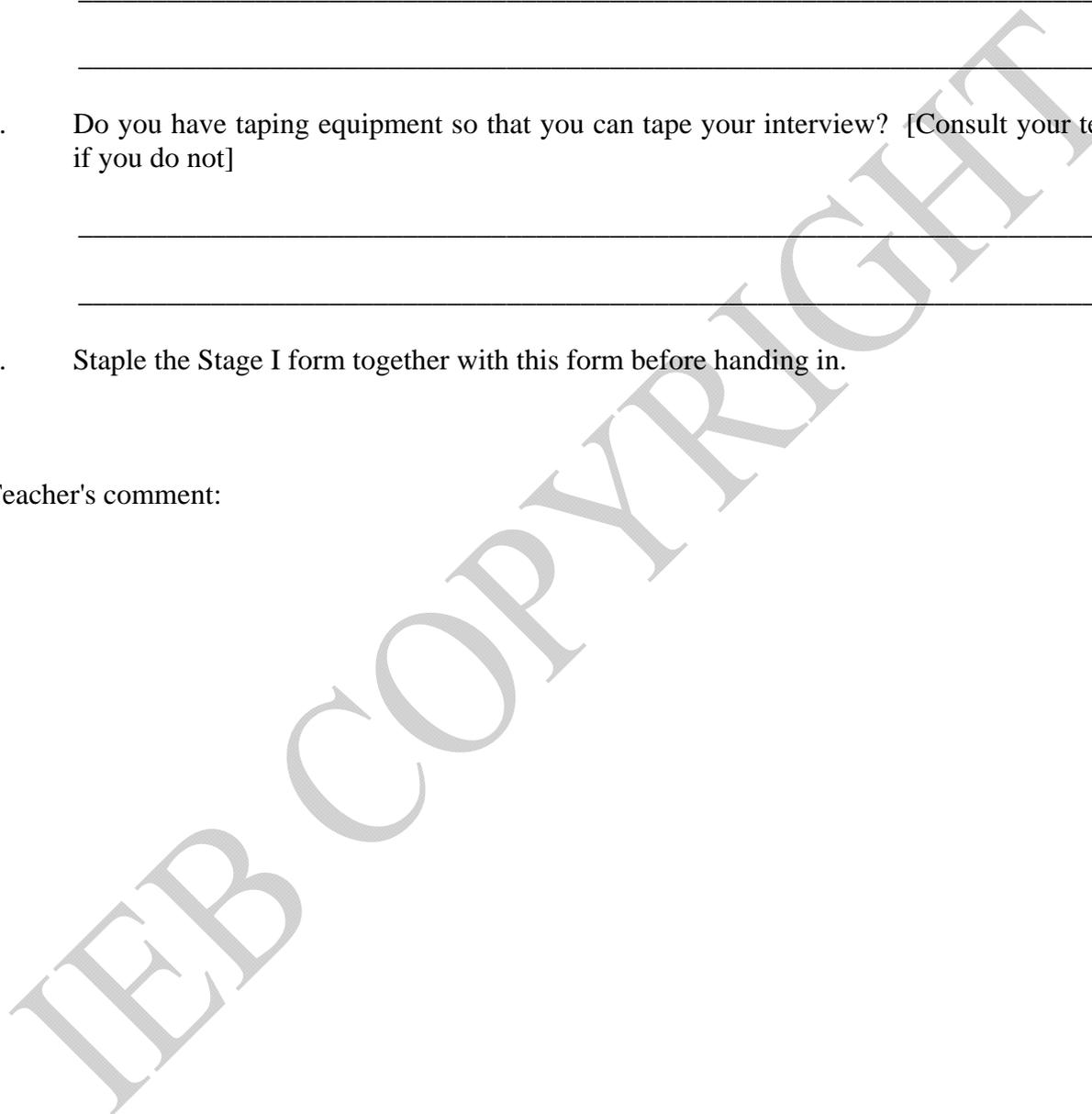
8. Do you have taping equipment so that you can tape your interview? [Consult your teacher if you do not]

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9. Staple the Stage I form together with this form before handing in.

Teacher's comment:



## 6. HISTORICAL INVESTIGATION MARKING RUBRIC



## HISTORICAL INVESTIGATION MARKING RUBRIC

<b>Candidate's Examination Number:</b>		<input type="text"/>										
<b>SUMMARY OF EVIDENCE</b>											<b>MARKS</b>	
No summary of evidence.											0	
The summary of evidence is simplistic and/or usefulness of sources to investigation poorly expressed or missing.											1 - 2	
A generally clear outline of the content of the sources but lacks depth and/or there is missing information.											3 - 4	
A clear outline of the content of the sources. A clear and accurate statement of the usefulness of the sources in the context of the learner's investigation.											5 - 6	
<b>EVALUATION OF SOURCES</b>												
No description or evaluation of sources.											0	
Sources are described but there is no/insufficient reference to their origin, purpose, value and limitation.											1 - 3	
Source evaluation is deficient in one, two or three areas (origin, purpose, value and limitation)											4 - 6	
The evaluation of sources in terms of their origin, purpose, value and limitation, is appropriate.											7	
Evaluation of sources in terms of their origin, purpose, value and limitation, shows varying degrees of excellence.											8 - 10	

<b>INTRODUCTION, ANALYSIS AND CONCLUSION</b>		
There is no introduction to the investigation or it is inappropriate, No analysis and no conclusion.	0	
An attempt at an introduction but weak Some attempt to analyse the problem using the available evidence. Conclusion is not consistent with the evidence presented.	1 – 7	
The introduction is generally appropriate but not focused clearly enough. Analysis and argument developed are found in one or more ways. There is some indication of the relevance and importance of the investigation. Conclusion is not always consistent with the evidence presented or is flawed in some way.	8 – 13	
A well-presented historical essay, lacking in one or more of the areas outlined for a higher mark.	14 – 15	
The introduction is focused on the research issue and clearly indicates the scope and direction of the investigation. There is critical analysis of the historical problem and a sophisticated development of an argument. The relevance and importance of the investigation is clearly stated. If appropriate, there is a clear discussion of different interpretations. The conclusion is clearly stated and consistent with the evidence produced.	16 – 20	
<b>REFLECTION</b>		
There is no explanation of how the investigation was conducted and no reflection on its personal importance.	0	
There is limited explanation of how the investigation was conducted and/or limited reflection on its personal importance.	1	
In depth reflection on all aspects.	2	
<b>SOURCES AND WORD LIMIT</b>		
No list of sources.	0	
List of sources is incomplete and/or does not use one standard method of referencing.	1	
A comprehensive list of all sources is clearly and consistently referenced.	2	
<b>TOTAL:</b>	<b>40</b>	
<b>Converted to a mark /35</b>		— 35

7. HISTORICAL PRESENTATION MARKING RUBRIC

**HISTORY  
PRESENTATION ASSESSMENT CRITERIA**

**Total mark to be converted to a mark out of 10**

<b>Candidate's Examination Number:</b>																	
Marks	1	2	3	4	5	Mark											
<b>Subject knowledge and understanding</b>	Very little relevant knowledge is evident.	Insufficient knowledge is evident. Information is flawed and/or vague.	Adequate knowledge is evident. Most of the information is clear, appropriate and correct.	Topic is well mastered. All information is clear, appropriate and correct. There is some evidence of critical and/or creative thinking. More than 1 source was used to research.	Demonstrates excellent mastery of the intricacies of the topic throughout. All information is clear, appropriate and correct. Critical and creative thinking are evident. A variety of sources were used to research.												
<b>Organisation of information to achieve unity and coherence</b>	Very serious errors in organisation Thought patterns hard to follow. Confused.	Problematical organisation leads to lack of clarity and some confusion.	Adequately organised. May have minor lapses in unity and coherence. Some links and sequences not clear.	Well organised from beginning to end. Logical, clear and sequence of ideas. Focus maintained by good links and connections.	Superbly organised from beginning to end. Logical, clear and intuitive progression of ideas. Clear focus throughout. Links and connections used with flair.												
<b>Oral presentation skills</b>	Ineffective delivery of information. Language and/or eye contact, delivery and pace are problematical and detract from the presentation. Creative strategies inappropriate.	Uneven delivery. Language has some important flaws, or is not appropriate for the context. Technical difficulties regarding eye contact, delivery or pace. Use of creative strategies (if appropriate) weak.	Mostly fluent. Acceptable language usage. Eye contact, delivery and pace usually effective. Some slight lapses in above. Some creative strategies are used where appropriate.	Fluent. Good language usage. Eye contacts, delivery and pace all effective. Good use of creative strategies where appropriate.	Fluent and confident. Excellent language usage. Eye contact, delivery and pace all highly suitable for the chosen medium. Highly creative use of media where appropriate.												<b>Total 15</b>

**Final mark for Historical Presentation:** \_\_\_\_\_  
15

**Convert to a mark:** \_\_\_\_\_  
10

## 8. GENERIC RUBRIC FOR SOURCE BASED ESSAY



### GENERIC RUBRIC FOR SOURCE BASED ESSAY

	<b>Argument + Focus</b>	<b>Use of Sources</b>	<b>Counter-argument (C/A)</b>	<b>Structure + Style</b>	<b>Main Impression</b>
<b>7+</b> <b>90-100%</b> <b>45-50</b>	Takes a stand. Sustains argument throughout. Maintains clear and consistent focus. Understands all aspects of question. Links sources and question very well.	Uses all the sources and references them by letter. Uses detail from the sources to substantiate argument and counter-argument. Quotes selectively where appropriate.	Discusses C/A fully. Acknowledges C/A in introduction and conclusion. Consistently links C/A to main argument.	Short introduction and conclusion that focus on answering the question. Use of paragraphs. Fluent expression.	Essay is logical, coherent and concise. It demonstrates excellent historical insight and understanding.
<b>7</b> <b>80-89%</b> <b>40-44</b>	Takes a stand. Sustains argument but may have minor lapses which do not detract from the understanding or focus. Links sources and question well.	As above.	As above.	As above.	Essay is clear and accurate though style may not be succinct. It demonstrates very good historical insight and understanding.
<b>6</b> <b>70-79%</b> <b>35-39</b>	Takes a stand. Focuses on question, but may have some lapses in focus or implied focus which detract from the argument. Links sources and question.	Uses all the sources and references them by letter. Uses detail from sources but may be gaps or minor lapses in evidence. Quotes selectively where appropriate.	Identifies C/A.	Introduction and conclusion that focus on answering the question. Use of paragraphs. Expression satisfactory.	Essay is a good attempt but may be lacking in depth. It is generally fluent but may have limited repetition. There may be some limitations to historical insight and understanding.
<b>5</b> <b>60-69%</b> <b>30 -34</b>	Attempts to take a stand. Lapses in focus or uses tagged on/implied focus. Makes inconsistent or shallow argument. Shows some evidence of linking sources and question.	Uses most of the sources and references them by letter. Describes or paraphrases sources rather than using information from them. Uses too many long quotes from sources.	Identifies C/A but not fully. Omits some aspects of C/A.	Introduction and conclusion present but flawed. Expression satisfactory.	Essay attempts to answer the question but is not fluent and accurate throughout. It shows some basic insight but there are limitations to historical understanding.

<b>4</b> <b>50-59%</b> <b>25-29</b>	Takes a weak stand. Uses tagged on or implied focus. Makes weak attempt to link sources and question.	Omits 2 or 3 sources. Describes or lists* sources rather than using information from them appropriately. Uses quotes that are irrelevant or too long. Lumps* sources together.	Identifies C/A at basic level.	Weak introduction and conclusion. Introduction OR conclusion missing. Structural problems (eg lack of paragraphs). Expression satisfactory.	Essay shows simplistic understanding of question. There is little evidence of historical understanding and insight.
<b>3</b> <b>40-49%</b> <b>20-24</b>	Makes poor attempt to take a stand. Makes little attempt to focus. Shows little understanding of argument. Includes inaccuracies and gaps. Tries to link sources to question but not successfully.	Does not use half of the sources. Has poor comprehension of sources. Uses few relevant quotes.	Has no C/A or it is very simplistic.	Structural problems. Introduction and/or conclusion missing. Expression weak.	Essay is difficult to read or the argument is hard to follow. It shows a lack of understanding of the question, or of how to use the sources to answer the question.
<b>2</b> <b>30-39%</b> <b>15-19</b>	Makes no attempt to take a stand. Does not focus on question. Is unable to link sources to question.	Uses very few sources. Has very poor comprehension of sources.	As above	Structural problems. Expression very weak.	Essay does not demonstrate an understanding of historical issues evident in the sources. It shows very little understanding but the candidate has tried to use some information from the sources.
<b>1</b> <b>0-29%</b> <b>0-14</b>	Makes no attempt to focus. Has no understanding of question.	Uses only one or no sources. Seems unable to use relevant sources.	No C/A.	Structural problems. Expression extremely poor.	Essay shows extremely limited comprehension of sources or understanding of question, or how the two are connected.

- Listing sources - using sources alphabetically rather than grouping them in support of the argument or counter-argument [eg Source A shows... ; Source B states... ; According to Source C... ; In Source D..... etc]
- Lumping sources – dealing with several sources together rather than separately, implying that they all say the same thing [eg (Sources A, C, F and H)]

## 9. GENERIC RUBRIC FOR DISCURSIVE ESSAY



## GENERIC RUBRIC FOR DISCURSIVE ESSAY

**NB. An essay may have aspects of different level criteria. Decide which of the level it fits into by determining where the majority of the criteria fit. Also consider the main impression level.**

	<b>Development of argument Answer generally characterised by...</b>	<b>Evidence Answer generally characterised by...</b>	<b>Style of writing Answer generally characterised by...</b>	<b>Structure Answer generally characterised by...</b>	<b>Main impression</b>
<b>Level 7+ 90-100% 63 - 70</b>	Argument clearly set out in introduction and conclusion and sustained throughout body. No new ideas included in conclusion. Depth of understanding of the specific question. Possible evidence of extra reading. Clear logic throughout.	Accurate and relevant evidence in order to substantiate arguments. No gaps in knowledge (do not penalise according to a set list of facts) No unnecessary 'facts' thrown in. No unnecessary repetition.	Formal, fluent and accurate throughout. Often characterised by 'flair' – interesting and easy to read.	Clear introduction, body and conclusion	The question has been fully answered from start to finish. Essay is interesting, exciting and logical. As complete an answer as can be expected from an 18 year old writing under examination conditions.
<b>Level 7 80-89% 56 - 62</b>	Really good essay. Argument sustained throughout introduction, body and conclusion. Clear understanding of the time period and the question. Perhaps, not quite the same depth or logic as the previous level.	Obviously knows work very well and has used relevant and accurate evidence to substantiate answer.	Formal, fluent and accurate throughout.	Clear introduction, body and conclusion	A really good essay with clear understanding of the question and substantiated with accurate, relevant evidence but perhaps lacks the depth, flair and interest of the previous level.
<b>Level 6 70-79% 49 – 55</b>	Argument has minor lapses and/ or certain aspects of the question are not adequately dealt with. Essay may be rather narrative with focus at times unclear.	Has made an obvious attempt to learn work. There may be some gaps or lack of sufficient handling of the evidence in relation to the question, eg. Does not fully explain relevant issues and events.	Generally formal, fluent and accurate throughout.	Clear introduction, body and conclusion	Candidate has made a good attempt to learn the work and has a generally clear understanding of the time period but perhaps has struggled to link this knowledge consistently and/or in depth to the specific question.  OR Candidate understands the question carefully but there are some important gaps in evidence.

<p><b>Level 5</b> <b>60-69%</b> <b>42 - 48</b></p>	<p>Candidate might 'tag on' focus without much depth. OR One aspect of the question is dealt with thoroughly but the other <b>crucial</b> aspect/s are thinly dealt with.</p>	<p>Includes accurate, relevant evidence but there are a few important omissions. OR A lack of depth of explanation and understanding.</p>	<p>Generally formal, fluent and accurate throughout</p>	<p>Introduction, body and conclusion present.</p>	<p>Question has been generally answered but lacks some depth of focus and evidence. Essay is largely narrative but does show some attempt to 'tag on' focus. There are some gaps in important evidence. Perhaps, some inaccuracies in grammar.</p>
<p><b>Level 4</b> <b>50-59%</b> <b>35 - 41</b></p>	<p>Focus is not clear and/or is intermittent. There is some tagged-on focus. OR One aspect of the question is dealt with satisfactorily but the other <b>crucial</b> aspect/s are almost completely ignored.</p>	<p>Includes some accurate, relevant evidence but there are important omissions. There is some waffle with repetition of certain evidence.</p>	<p>Satisfactory in that it is legible and largely fluent. Perhaps, some colloquial or inaccurate use of language or sentence construction.</p>	<p>Maybe has made an attempt to include an introduction, body and conclusion but some structural problems, eg. Only one or two very long paragraphs.</p>	<p>Essay has some understanding but has too many gaps in knowledge and rather thin focus on the question. AND/OR Essay has some structural inaccuracies. AND/OR Some confusion in understanding question and selecting and explaining the evidence.</p>
<p><b>Level 3</b> <b>40-49%</b> <b>28 - 34</b></p>	<p>Little attempt to focus – does not even 'tag on' focus. Perhaps, glimpses of implied focus. OR One aspect of the question is dealt with superficially but the other <b>crucial</b> aspect/s are completely ignored.</p>	<p>Includes a little accurate, relevant evidence and there are many important omissions.</p>	<p>Style of writing is weak. (BE careful not to penalise second-language students). Essay is difficult to read and there are many grammar and language errors.</p>	<p>Possibly a weak attempt at structure but many problems, eg. Introduction not a paragraph, only one paragraph in the body.</p>	<p>The candidate does not really understand the specific question or the relevant issues. Argument is very shallow. Perhaps, there is some relevant and accurate evidence in an attempt to answer the question. Style of writing is simplistic although there may be an attempt to structure the essay.</p>
<p><b>Level 2</b> <b>30-39%</b> <b>21 - 27</b></p>	<p>Candidate makes little attempt to focus – does not even 'tag on' focus. Perhaps, the occasional glimpse of implied focus. OR One aspect of the question is dealt with very superficially and the other <b>crucial</b> aspect/s are completely ignored.</p>	<p>Evidence Includes a smattering of accurate, relevant evidence and there are huge important omissions.</p>	<p>Style of writing is very weak. (Be careful not to penalise second-language students). Essay is very difficult to read and there are many grammar and language errors. Much shallow repetition.</p>	<p>Little to no formal structure although some sign of accurate sentence construction.</p>	<p>The candidate is a very poor History candidate who would have just passed on the old Standard Grade. He/she struggles to see cause and effect, similarity or difference, different perspectives and to remember and to apply learned information. This candidate might have mixed-up information but there is a smattering of accurate and relevant evidence although it does not actually address the specific question. Look for some implied (even if unconscious) focus.</p>
<p><b>Level 1</b> <b>0-29%</b> <b>0-20</b></p>	<p>Perhaps some very vague implied focus</p>	<p>Zero to extremely little evidence.</p>	<p>Very weak style of writing.</p>	<p>No structure</p>	<p>This candidate has either no historical understanding or ability or has made almost zero effort to learn his/her work or to understand the question. There may be the occasional vague reference to some relevant evidence and some very vague implied focus.</p>

## 10. GENERIC RUBRIC FOR EXTENDED WRITING



### GENERIC RUBRIC FOR EXTENDED WRITING

	<b>Knowledge of event/issue</b>	<b>Selection of factual evidence</b>	<b>Significance (Only where appropriate)</b>	<b>Main impression</b>
<b>Level 7+ 90-100% 27 – 30</b>	Demonstrates an excellent knowledge of the event/issue. Has answered all the sub-questions fully.	Selection of correct factual evidence is outstanding.	The significance of the event/issue is understood and demonstrated very well.	Best answer in controlled conditions. Very minor errors/gaps do not disqualify the candidate from 100%.
<b>Level 7 80-89% 24 - 26</b>	Demonstrates a very good knowledge of the event/issue. Has answered all the sub-questions very well.	Selection of correct factual evidence is very good.	The significance of the event/issue is understood and demonstrated well.	May show minor errors and may have a few gaps but is largely a very good answer.
<b>Level 6 70-79% 21 – 23</b>	Demonstrates a good knowledge of the event/issue. Has largely answered the sub-questions.	Mostly correct factual evidence is provided.	The significance of the event/issue is understood and demonstrated clearly.	An adequate answer but some gaps. Some errors evident.
<b>Level 5 60-69% 18 - 20</b>	Demonstrates a solid knowledge of the event/issue. Sub-questions not answered well.	Correct factual evidence is provided but there may be some gaps and omissions.	The significance of the event/issue is understood and demonstrated but with some lapses in understanding or with some omissions.	The question has been answered but is lacking specific detail. Gaps in knowledge. May tend to be a bit vague
<b>Level 4 50-59% 15 - 17</b>	Demonstrates a fair knowledge of the event/issue. Sub-questions not answered fully.	Some correct factual evidence is provided but there are gaps and omissions.	The significance of the event/issue is understood and demonstrated satisfactorily but with lapses in understanding and/or important omissions.	A generally vague answer. Repetition evident.
<b>Level 3 40-49% 12 - 14</b>	Demonstrates some knowledge of the event/issue. Sub-questions poorly answered.	Factual evidence is flawed with some errors. There are significant gaps and omissions.	The significance of the event/issue is understood and demonstrated in a limited way.	Shows ‘glimpses’ of evidence. Repetition of the same points Some flaws.
<b>Level 2 30-39% 9 – 11</b>	Demonstrates limited knowledge of the event/issue. Sub-questions barely answered.	Factual evidence is limited and/or contains serious errors. Significant gaps and omissions.	The significance of the event/issue is barely understood or demonstrated poorly.	Very little specific detail. Very repetitive. Major flaws.
<b>Level 1 0-29% 0 - 8</b>	Demonstrates no or extremely limited knowledge of the event/issue. Sub-questions not answered or done badly.	Factual evidence is severely limited with serious errors or is completely incorrect.	The significance of the event/issue has not been understood or has been demonstrated extremely poorly.	This answer would be regarded as ‘off-topic’ or contains little or no factual content. An ‘incomplete’ answer.

11a. REGIONAL/NATIONAL MODERATION SHEET - TEACHER'S FILE



## NATIONAL MODERATION SHEET - TEACHER'S FILE

**Subject:** History

**Examination Centre No.** \_\_\_\_\_ **Date:** \_\_\_\_\_

### Teacher's File

Are the following items present?	Tick correct option	
	Yes	No
- Cover page		
- Teacher's spreadsheet		
- IEB Rank order		
- Moderation lists		
- Tasks		
- Marking guidelines		
- Analysis grids		

### Tasks

Section A			
1. Classwork and tests	Yes	No	Comment
- There is a copy of tasks set			
- There is a copy of a marking guidelines and analysis grids for each task set			
- The type of task reflects the type of task that is examined at the end of the year. (Either an essay or a source analysis question).			
2. Prelim Exam			
- The tasks reflect the curriculum accurately			
- There is an appropriate spread of questions across the cognitive levels (levels of difficulty)			
Section B			
1. Historical Investigation	Yes	No	Comment
The historical investigations that are moderated reflect a good standard of historical enquiry.			
2. Oral Presentation			
The oral presentations reflect a good standard of historical enquiry			

**Comment:** \_\_\_\_\_

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**SBA Moderator's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## 11b. REGIONAL/NATIONAL MODERATION SHEET: LEARNER'S FILE

**NATIONAL MODERATION SHEET: LEARNER'S FILE****Subject:** History**Examination Centre No.** \_\_\_\_\_ **Date:** \_\_\_\_\_**Learner's File**

<b>General</b>		
<b>Are the following present?</b>	<b>Yes</b>	<b>No</b>
- Cover page		
- Declaration of authenticity		
<b>Section A</b>		
<b>1. Tests/tasks</b>	<b>Yes</b>	<b>No</b>
- There are three examples of work		
- All of the tests/tasks have been done under controlled conditions		
- All tests/tasks have been marked in accordance with the relevant marking guidelines		
<b>Comment:</b> _____ _____		
<b>2. Preliminary Examinations</b>	<b>Yes</b>	<b>No</b>
- Both Paper 1 and Paper 2 are present		
- The tasks in the examination have been marked in accordance with the relevant marking guidelines		
<b>Section B</b>		
<b>1. Historical Investigation</b>	<b>Yes</b>	<b>No</b>
- A completed rubric for the historical investigation is attached		
- The first draft is included		
- An appendix with all sources used is attached (where appropriate)		
<b>2. Oral Presentation</b>	<b>Yes</b>	<b>No</b>
- The oral presentation is supported with a transcript of the presentation		
- A completed rubric is attached to the transcript		

**Comment:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_**SBA Moderator's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## 12. TAXONOMY OF COGNITIVE LEVELS FOR HISTORY

**BASED ON BLOOM'S TAXONOMY OF EDUCATIONAL OBJECTIVES**

%	Level	Description	Explanation	Skills demonstrated	Action verbs	Type of question	Suitable task
40%	<b>6</b>	<b>Evaluation</b>	Making judgements based on certain criteria	Compare and contrast between ideas; assess value of theories; make choices based on reasoned arguments; verify value of evidence; recognise bias; make predictions; review an idea critically	Assess, evaluate, predict, design, justify, verify, interpret, debate	Open ended; prediction type, such as for weather hazards; weigh up the pros and cons of a situation and make a judgement, adopt a question and argue a case; predict what will happen	Design a strategy; Write a report; a letter of recommendation; engage in debate; evaluate a survey; Critique: offer solutions to a problem
	<b>5</b>	<b>Synthesis</b>	The ability to put elements together to form a new whole	Use old ideas to create new one, generalise from given facts, relate knowledge from several areas, draw conclusions	Integrate, combine, modify, compile, construct, account for, suggest, prove	Compile a poster; devise a strategy to...	Issues-based essay; design an advertisement; create a mind map; write a radio/TV warning for hazards
	<b>4</b>	<b>Analysis</b>	The ability to break down a whole into its component parts. elements embedded in a whole are identified and the relations among elements are recognised.	Identifying patterns, recognising relationships between patterns, organisation of parts, identification of components	Analyse, order, explain, connect, classify, compare, contrast, annotate, distinguish, diagram, illustrate, formulate, elaborate, explore	Construct a flow diagram Carry out a role-play on...	Analyse an advertisement; construct a flow diagram; annotate a diagram to show relationships
60%	<b>3</b>	<b>Application</b>	The ability to use (or use) information in new situations	Use information, use various methods, concepts, theories in new situations, solve problems using required skills and knowledge	Apply, demonstrate, show, solve, examine, modify, construct, prepare, classify, interview, comment, determine,	Drawing a field sketch or giving a visual perspective; explain process from a visual source	Recognise features and explain relationships; compile a questionnaire; present a weather report
	<b>2</b>	<b>Comprehension</b>	First level of understanding, recall and understand information, describe the meaning of	Understand information, grasp meaning, translate knowledge into new context, interpret facts, compare, contrast, order, group, predict consequences	Summarise, describe, calculate, discuss, estimate, explain, gives an example, outline, demonstrate, distinguish	Working from source material such as photographs, maps, articles, graphs, imagery and cartoons.	Compiling a table; simplifying by drawing a sketch synoptic map; summarise a newspaper article; review a film; translation task: working with graphs, data or reading study.
	<b>1</b>	<b>Knowledge</b>	Act of remembering facts. Only recall	Observation and recall of information; repetitive knowledge	List, define, name, identify, match, observe, locate, label, select	Mix and match; true or false; labelling a diagram; multiple choice	Base map with a number of features to identify (1-20); Identify features on a diagram; listing facts