

MPUMALANGA PROVINCE

THIRD TERM INTERVENTION GUIDE
JULY-AUGUST
2022

SUBJECT: SOCIAL SCIENCES

SENIOR PHASE (GRADE 8 & 9)

SOCIAL SCIENCES SENIOR PHASE TRAINING MATERIAL-TERM 3 GRADE 8 AND 9

1. **Projects.**

   - Projects are formal assessment tasks taken from the TATP and not the textbooks
   - They have to be on a school letterhead and moderated by the HOD
   - They are aimed at assessing content and skills taught
   - They have to be marked using a rubric therefore teacher has to have a clear understanding of the requirements of the project to mark accordingly.
   - Both projects require oral history research

Grade 8 Project

Grade 8
Social Sciences

Term 3: Project

Marks: 50 **Submission Date: _____**

Topic: Investigation of a Settlement known to the learner

- Describe the settlement and the different types of land use.
- Identify features or landmarks (natural and/or human-made)
- Suggest reasons for the location of the settlement
- Discuss the decline or growth of the population and suggest reasons
- Identify and discuss **ONE** social **OR** environmental issue
- Include interviews with community members, drawings, sketches, maps and other appropriate material

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INSTRUCTIONS TO LEARNERS:

1. You must investigate a settlement that you are familiar with.
2. Gather as much information about this settlement as possible. Use the headings as a guide on which type of information to gather.
3. You have to interview 2 to 3 community members or elderly people in the community to gather additional information.
4. Present your information in the form of a file, book, on a chart or as a PowerPoint Presentation (printed).

STEPS TO GUIDE YOU IN DOING THIS PROJECT:

STEP 1: Select your settlement: choose the settlement (or a part of it) that you live in or are near to. It could be a village, town or city or a section of the town or city, e.g. a suburb. Make sure you choose an area that you can collect information about.
STEP 2: Collect relevant information about the settlement (see project requirements below). You can do this by gathering information in books, internet, asking people and collecting information yourself by making observations in the actual settlement.

STEP 3: Sort your information under the required headings. Check that you have enough information for each section. Present your information in a file, book or on a chart or as a PowerPoint Presentation (printed). **DO NOT PLAGIARISE!!!!!!!!!!!!!!!**

STEP 4: Give the references (sources) of your information (e.g. books, internet sites, people) in a bibliography.

PROJECT REQUIREMENTS:

(a) Describe the settlement: Is it rural or urban?
Is it large or small?
Where is it located?
What does the name mean?

		When and by who was it founded? What is the population of the settlement?
(b)	**Land-use:**	Use a map and shade different areas with different colours to distinguish land use e.g. CBD, industrial area, different residential areas, shopping centres, services (schools, clinics, hospitals, police, recreation areas etc.)
(c)	**Landmarks:**	This can refer to important and historic buildings or areas most people living in the area know.
	Natural:	Rivers, hills, nature reserves etc.
	Human-made:	Important and historic buildings, parks, dams etc.
(d)	**Reasons for location:**	**Why was it built where it is?** Consider: availability of water/ flat land / fertile soil/ climate and weather/ grazing land / safety/ transport routes/ mining and minerals/ past history/ cultural and economic factors
(e)	**Population:**	Discuss the decline or the growth in population experienced in the area and suggest reasons for any change.
(f)	**Social/ Environmental Issues:**	**Social Issues**: are there enough houses/ schools/clinics/ libraries/ jobs **Environmental:** Pollution
(g)	**Include your interview responses from community members or elders in the area.**	

PROJECT QUESTIONNAIRE (EXAMPLE)

Good morning! My name is .....I am a grade 8 learner at ..... School and we are doing a Geography Settlement Project on ..... (Name of Settlement).
May I please ask you some questions as part of my project research?

1. *What is your name and how long have you lived here?*
2. *Where do you live and in what type of dwelling (house)? How many people live with you?*
3. *Do you like living here? Please tell me the reasons for your answer.*
4. *What do you think makes this place special?*
5. *What form of transport do you use to get around?*
6. *What are the advantages and disadvantages of the location of this settlement for you?*
7. *If you work, where and what type of job?*
8. *Do you receive services like electricity, water, sewage and rubbish removal?*
9. *Are you satisfied with the clinics, hospitals and schools in your settlement?*
10. *What changes have you noticed over the past years?*
11. *What do you think are the biggest problems facing the community living here?*
12. *Are there any social or environmental issues facing your community that you would like to mention? Please tell me more about these issues.*

Thank you for helping me find out more about our settlement

Name and Surname:_____ Grade 8:_____

	CRITERIA	0 - 1	2	3	4 - 5	MARKS
A	**Description of settlement**	Does not describe the settlement at all.	Inadequately describes the settlement.	Adequately describes the settlement.	Correctly and comprehensively describes the settlement.	
B	**Land use in settlement**	Does not identify and/or list important land-use zones. Does not include a map with adequate detail.	Identifies and lists some land use zones. Includes an adequate map.	Identifies and lists most land use zones. Includes an adequate map.	Clearly identifies and lists all important land use zones. Includes a detailed land use map.	
C	**Landmarks**	Does not identify all natural and human-made landmarks. Unsuitable photographs and illustrations.	Identifies some natural and human-made landmarks. Includes some photographs and illustrations.	Identifies most natural and human-made landmarks. Includes suitable photographs and illustrations.	Clearly identifies all natural and human-made landmarks. Includes excellent photographs and illustrations.	
D	**Reason for Location**	Does not consider possible reasons for the location of the settlement.	Consider some reasons for the location of the settlement.	Considers most reasons for the location of the settlement.	Considers all possible reasons for the location of the settlement.	
		0 - 1	**2 - 3**	**4 – 7**	**8 - 10**	
E	**Population**	Does not explore and explain changes in population structure and why changes occurred.	Explores and explains some changes in population structure and why changes occurred.	Explores and explains most changes in population structure and why changes occurred.	Fully explores and explains changes in population structure and why changes occurred.	
F	**Issues: Social and Environmental**	Does not explore one social or environmental issue.	Does not mention or sufficiently explore one social or environmental issue.	Mentions and sufficiently explores one social and environmental issue.	Comprehensively explores one social or environmental issue.	
		0 - 1	**2 - 3**	**4**	**5**	
G	**Interview Responses**	Interview responses not included.	Satisfactory interview responses included.	Good interview responses included.	Comprehensive interview responses included	
h	**Overall Presentation**	Poor presentation and layout. Does not include relevant visuals and bibliography.	Inadequate presentation with few visuals. Includes unsatisfactory bibliography.	A good presentation with adequate visuals. Includes a satisfactory bibliography.	Comprehensive, well laid out presentation with relevant visuals. Includes a comprehensive bibliography.	
	TOTAL:					**50**

Grade 9 Project

Social Sciences Oral History Project Grade 9 Term 3

Topic: How Apartheid affected people's lives and how they responded.

Marks 50

Instructions:

- Work can be done in groups or individually.
- Submit the report on the -------
- Work will be divided into stages and you will be expected to report back on the progress of each stage.

This is a Formal Assessment Task. You are expected to conduct an Oral History Research. In your Research you must do the following:

1. Choose a topic to research about
2. Develop a key question around that topic. What is it that you what to know about the topic under investigation.
3. Identity your potential interviewees. Have one main interviewee and another 2 to validate the information gathered from the main interviewee.
4. Write a profile about your interviewees- why did you choose them
5. Draw up a list of questions to be used during the interview.
6. Get a release letter from your school and set up appointments with your interviewees- there must be evidence that they agreed to the interview
7. Conduct interviews
8. Write a report based on the information obtained from the interviews.
9. Discuss what you have learnt from this project.
10. Include all supporting documents used. This will include your interviews, pictures, photos newspaper articles, artifacts and any other appropriate illustrative material.

Use the information you have gathered to write a report which must be presented such that it addresses the following aspects as shown below: [**AN INDEX OF A LEARNER SHOULD LOOK LIKE THIS**]

TITLE PAGE	**Your name:** **Name of school:** **Grade:** **Date:** **Title page of the project** Topic : How Apartheid affected people's lives and how people responded
PAGE 1	**Table of contents**
PAGE 2	1. Key question: e.g. how were people of Kromkraans affected by the Group Areas Act which forced them out of their forefathers land?
PAGE 3 upwards	2. Profile of interviewees
	3. Evidence of preparation for the interview • School release letter • Letters requesting for appointment with interviewees
	4. Evidence that interview was conducted • Questionnaires used with responses • Transcriptions if interviews were recorded
	5. Findings in the form of a report. One page long
	6. Lessons learnt from conducting the Project
	7. Supporting documentation: This could be pictures, photos, journals, newspapers articles or any other relevant and appropriate material.
TOTAL	Marks

NAME OF SCHOOL:

HISTORY **EXAMINER : _____**

GRADE: 9

DATE: Term 3 **MODERATOR: _____**

TOTAL: 60 **TIME: 3 weeks**

KEY QUESTION: HOW DID APARTHEID AFFECT PEOPLE'S LIVES AND HOW PEOPLE RESPONDED?

INSTRUCTIONS AND INFORMATION

1. Research any Apartheid law, and interview a person who was affected by that law to determine how he or she responded.
2. Keep a journal of your progress.
3. Learners can work in pairs and observe each other.
4. Create a portfolio that must include the following:

    - Evidence of background research
    - Prepared list of questions asked
    - Notes
    - Audio recordings where possible.
    - Transcript of interview
    - Release forms signed by interviewees
    - Relevant background information about the interviewee
    - Records of the interview process, including invitations to the interviewees and his/her response
    - Copies of any photographs or documents you may have collected in the process. You may include photographs of artefacts that you were shown
    - Evidence of personal reflection, including why you chose the people you have interviewed and what you have learnt from carrying out the oral history research
    - A "bibliography" of the sources you used, whether these are books, internet sites, newspaper clippings, magazine articles, letters, printouts of emails, or even one-on-one conversations with people.

Final Due Date: …….. 2022

Step 1

1.1 Decide the Apartheid law you are going to focus on. Motivate why you have chosen this law.

1.2 Do your research around this law and briefly describe its impact on society.

1.3 Illustrate the results of your research with photographs, newspaper articles, letters and/or other evidence.

(Due Date: ……)

Step 2

2.1. Decide who you are going to interview. Motivate why you have chosen this person.

2.2. Contact your prospective interviewee (make sure s/he receives the official letter with a school stamp) and set the date for the interview. Make sure you keep a record of all correspondence.

2.3. Draw up a list of 10 possible questions for your interviewee.

(Due Date: ……)

Step 3

3.1. Make preparations for the interview.

3.2. Do the interview.

3.3. Make sure your interviewee signs the Interview Release form.

3.4. Transcribe the interview (record your findings).

3.5. Collate/ combine the information that you have gathered to write a final project. Summarise the interview and draw conclusions that should relate to the key question.

3.6. Write up your personal reflections that draw on your experiences in this Oral History project.

3.7. Compile your Display File. **(Due Date: ……)**

REMEMBER:

- To arrange ALL your pages in the above-mentioned sequence in a DISPLAY FILE.
- Your work must have a title, index page, page numbers and a bibliography.
- Insert **the rubric sheet** at the back.

INTERVIEW CONSENT FORM

NAME OF SCHOOL: _____

ORAL HISTORY PROJECT: GRADE 9

Topic of interview: .....

Name of learner/s:
.....

Date: …… Place:
……

Time: ……

I, ..., hereby give consent for ..... to interview me for the above school project. I understand that this is a school project and that this information will be used publicly for educational purposes.

Interviewee's signature .....

Learner's parent / guardian / caregiver signature .....

School Stamp

NAME OF SCHOOL:_____

ORAL HISTORY PROJECT: GRADE 9

Dear parent / guardian / caregiver and interviewee

The Grade 9s will be doing Oral History as part of the Curriculum and Assessment Policy Statement (CAPS). Part of the learning involves conducting actual interviews with individuals on some of the key turning points in South Africa's history as part of their Formal Assessment Tasks.

The project will happen in the third term.

The aims of the project are:

To expose learners to oral history as a source of historical information and type of evidence.
To teach learners how to construct interview questions relevant to the topic.
To give learners the experience of conducting interviews.
To teach time management skills.
To give learners an opportunity to appreciate the rich histories of their communities.

The information in the project:

Will not be used for formal research project purposes.
Will be used as educational and teaching material in the classroom.

The interview should not be more than 60 minutes long. Please sign the consent from below and return to the interviewer.

Your cooperation and openness to the learners will be deeply appreciated. Please call the school for further information and clarification.

Thank you

…….
Teacher

I…… agree to participate in this project.
My contact details are: ……

Signature: …….
Interviewee

Date: …….

OBSERVATION INSTRUMENT FOR AN ORAL HISTORY INTERVIEW

DID THE INTERVIEWER ADHERE TO THE FOLLOWING CRITERIA?

CRITERIA	YES	NO	PARTIALLY
Introduced herself, stated the name of the interviewee and also indicated the date, time, venue			
Made sure the interviewee understands the purpose of the interview and how she intends to use it			
Started the interview by asking questions that can break the ice and make the interviewee feel at ease (this can focus on the person's personal history). Asked more probing / sensitive questions later in the interview			
Interviewer avoided dominating the interview and allowed the interviewee to finish what s/he wants to say. Did not interrupt the interviewee			
Was cordial and treated the person and what was said with respect			
Asked probing questions – follow-up questions to responses			
Questions are logically connected			
Interviewer made good use of responses given			
Asked leading questions			
Asked open ended questions where the interviewee provided a lot of information, except where the interviewer wanted a lot of information or except where the interviewer wanted to know a fact			
Listened actively and attentively to the interviewee, and had positive body language			
Avoided double-barrelled questions – one question at a time			
Asked clarification questions			
Ended the interview at a logical point			
Thanked the interviewee and explained the way forward – will submit the transcribed version of the interview to the interviewee for approval			
Overall the interviewer was well prepared			

LEARNER ASSESSMENT: ORAL HISTORY PROJECT (TERM 3)

INSTRUMENT 1

EVALUATION OF THE PORTFOLIO

CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	SCORE
Topic relevant as outlined in CAPS	Topic irrelevant and not according to CAPS	Topic too broad and cannot achieve objectives, poorly contextualized	Manageable topic, objectives not clearly defined and focused, objectives partially achieved, topic not comprehensive enough or too challenging for this level, not well contextualized	Manageable topic, clearly defined, with clear achievable objectives, focused and relevant. Topic correctly placed within a relevant historical background – contextualized	
	0	**2**	**3**	**5**	
Main research question	No research question defined	Research question defined but not relevant for the topic, or achievable within the context where research is done	Research question in line with the topic and relevant for the topic, a little too ambitious considering the resources available,	Clearly defined and relevant for the topic in all respects	
	0	**2**	**3**	**5**	
Background research	No relevant background research was done	An effort was made to do background research, but too much/too little was done and is not relevant for the topic and research question	Background research was done and is mostly relevant for the topic and research question. Some irrelevant background used.	Excellent and relevant background research was done that assists the candidate to contextualize the research topic, and placed the topic in a relevant historical context	
	0	**2**	**3**	**5**	
SOURCE SELECTION					
Relevance	Not relevant for research topic and question, sources cannot provide relevant information or evidence, only oral sources used, no other sources used	An effort was made to use relevant sources, but mostly sources not relevant, used small or no variety of sources, only primary or secondary sources used	Selection of sources relevant, used only primary or secondary sources, though a variety of sources was used some lacks relevance	Selection of sources relevant in all respects for the research topic and question, both primary and secondary sources used, used variety of sources that could verify data collected	
	0	**1**	**2**	**3**	
Number of sources	Used one oral source or less than prescribed	Used the prescribed number of sources, some irrelevant for research topic and question, no variety of sources used. Only used oral sources	The candidate used relevant sources, but could have included more in order to verify information or cover unanswered areas of research topic and question. Used the prescribed number or more oral sources. Used both oral and other sources, could have used more of the latter	Candidate utilized enough relevant sources to provide data that could be used to answer the research question, went beyond the prescribed number of oral sources to include more oral sources that could provide relevant information and evidence. Both relevant oral and other sources were used successfully	
	0	**1**	**2**	**3**	
Different perspectives	Sources do not present different perspectives on the topic	Tried to obtain a different perspective, but failed to utilize this effectively for the research outcome or failed to accomplish it	Did select source(s) with a different perspective but this was not used effectively for the research outcome	Sources selected in such a way as to provide different perspectives which were utilized well for the research outcome	
	0	**1**	**2**	**3**	
Evaluation of sources	Candidate did not or was not able to evaluate sources for bias, stereotyping, reliability and usefulness	Candidate made an effort to evaluate the source for some of the following: bias, stereotyping, reliability and usefulness, but could not use this effectively.	Candidate was able to evaluate the sources in some of the following aspects (bias, stereotyping, reliability and usefulness) and use it for his/her research results	Candidate was able to evaluate sources for bias, stereotyping, reliability and usefulness. Utilized this effectively in his/her research results	
	0	**1**	**2**	**3**	

PORTFOLIO					
Organization of portfolio	Portfolio lacks most of the required content and it is not organised according to a table of contents	Portfolio not well planned and organised and does not contain some of the required content.	Portfolio contains most of the required content and is well organised	Portfolio is organised according to a relevant list of content, well planned	
	0	**2**	**3**	**5**	
Content	Content not relevant for the research topic and question	Some of the content relevant for the topic and research question	Most of the content relevant for the research topic and question	Content in line with the research topic and question	
	0	**2**	**3**	**5**	
Transcribing or recording of interviews	Interviews were not recorded in any form or are not in the portfolio	Recordings were not transcribed correctly or interview recording notes not rewritten correctly according to the recordings or notes, not available to verify correctness of interview transcripts. The correct format was not used	Most of the interviews were transcribed or recorded correctly and is supported by recordings or notes that is available in the portfolio. The correct format was used or used to a large extent.	Recordings were transcribed correctly or interviews were recorded correctly according to the recordings or notes that are available for verification. The correct format was used	
	0	**2**	**3**	**5**	
Research findings	No research findings available in the portfolio, could not make research findings	An attempt was made to make a research finding, but the candidate lacks the skill to make a relevant finding and does not base it on evidence from the sources	Research findings were made and are mostly in line with the research question posed and is based on some evidence	Research findings available in the portfolio and the answers to the research question defined by the candidate. Findings are based on evidence obtained from the sources	
	0	**2**	**3**	**5**	
Neatness and planned sections of the portfolio	No portfolio available	Portfolio very untidy with little content which is badly planned	The portfolio in general neat, but not well planned and organized to some extend	Portfolio very neat, well planned and organized in all respects	
	0	**1**	**2**	**3**	
				TOTAL OUT OF 50	

2. Paragraph and essay marking

Paragraph question

Paragraphs are to be assessed globally (holistically). Both the content and structure of the paragraph must be taken into account when awarding a mark. The following steps must be used when assessing a response to a paragraph question:

- Read the paragraph and place a bullet (**.**) at each point within the text where the candidate has used relevant evidence to address the question.
- Re-read the paragraph to evaluate the extent to which the candidate has been able to use relevant evidence to write a paragraph.

- At the end of the paragraph indicate the ticks **(√)** that the candidate has been awarded for the paragraph; as well as the level (1,2, or 3) as indicated in the holistic rubric and a brief comment e.g._____**.**

_____ ▪ _____

_____ ▪ _____

√√√√√
Level 2

Used mostly relevant evidence to write a basic paragraph

LEVEL 1	• Uses evidence in an elementary manner e.g. **shows little or no understanding of explaining the impact of World War Two to the people of the world?** • Uses evidence partially or cannot write a paragraph	**MARKS 0 - 2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic e.g**. shows some understanding of explaining the impact of World War Two to the people of the world?** • Uses evidence in a very basic manner to write a paragraph.	**MARKS 3 - 5**
LEVEL 3	• Uses relevant evidence that focuses on the topic e.g. **demonstrates a thorough understanding of explaining the impact of World War Two to the people of the world?** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6 - 8**

3. ESSAY QUESTIONS

3.1 The essay questions require candidates to:

- 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.

3.2 Marking of essay questions

- Markers must be aware that the content of the answer will be guided by the textbooks in use at the particular centre.
- Candidates may have any other relevant introduction and/or conclusion than those included in a specific essay marking guideline for a specific essay.
- When assessing open-ended source-based questions, learners should be credited for any other relevant answers.

3.3 Global assessment of the essay

The essay will be assessed holistically (globally). This approach requires the teacher to assess the essay as a whole, rather than assessing the main points of the essay separately. This approach encourages the learner to write an original argument by using relevant evidence to support the line of argument. The learner will **not** be required to simply regurgitate content (facts) in order to achieve a level 7 (high mark). This approach discourages learners from preparing essays and reproducing them without taking the specific requirements of the question into account. Holistic marking of the essay credits learners' opinions that are supported by evidence. Holistic assessment, unlike content-based marking, does not penalise language inadequacies as the emphasis is on the following:

- The learner's interpretation of the question
- The appropriate selection of factual evidence (relevant content selection)
- The construction of argument (planned, structured and has independent line of argument)

3.4 Assessment procedures of the essay

3.4.1 Keep the synopsis in mind when assessing the essay.

3.4.2 During the first reading of the essay ticks need to be awarded for a relevant introduction (which is indicated by a bullet in the marking guideline), the main aspects/body of the essay that sustains/defends the line of argument (which is indicated by bullets in the marking guideline) and a relevant conclusion (which is indicated by a bullet in the marking guideline).
For example in an essay where there are five (5) main points there could be about seven (7) ticks.

3.4.3 Keep the **PEEL** structure in mind when assessing an essay.

P	**Point:** The candidate introduces the essay by taking a line of argument/making a major point. Each paragraph should include a point that sustains the major point (line of argument) that was made in the introduction.
E	**Explanation:** The candidate should explain in more detail what the main point is all about and how it relates to the question posed (line of argument)
E	**Example:** The candidates should answer the question by selecting content that is relevant to the line of argument. Relevant examples should be given to sustain the line of argument.
L	**Link:** Candidates should ensure that the line of argument is sustained throughout the essay and is written coherently.

3.4.4 The following additional symbols can also be used:

- Introduction, main aspects and conclusion not properly contextualised ^
- Wrong statement _____
- Irrelevant statement |
|
|
- Repetition R
- Analysis A√
- Interpretation I√
- Line of argument LOA ↕

3.5 The matrix

3.5.1 Use of the matrix in the marking of essays

In the marking of essays, the criteria as provided in the matrix should be used. When assessing the essay note both the content and presentation. At the point of intersection of the content and presentation based on the seven competency levels, a mark should be awarded.

(a) The first reading of the essay will be to determine to what extent the main aspects have been covered and to allocate the **content level** (on the matrix).

C	LEVEL 6	

(b) The second reading of the essay will relate to the level (on the matrix) of **presentation**.

C	LEVEL 6	
P	LEVEL 5	

(c) Allocate an overall mark with the use of the matrix.

C	LEVEL 5	} 10
P	LEVEL 5	

GLOBAL ASSESSMENT OF ESSAYS: TOTAL MARKS: 15

	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
PRESENTATION → **CONTENT** ↓	Very well planned and structured essay. 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.	Very well planned and structured essay. Developed a relevant line of argument. Evidence used to defend the argument. Attempts to draw an independent conclusion from the evidence to support the line of argument.	Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.	Planned and constructed an argument. Evidence is used to some extent to support the line of argument Conclusions reached based on evidence.	Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.	Attempts to structure an answer. Largely descriptive, or some attempt at developing a line of argument. No attempt to draw a conclusion	Little or no attempt to structure the essay.
LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	**13 - 15**	**12 - 13**					
LEVEL 6 Question has been answered. Content selection relevant to the line of argument.	**12 - 13**	**11**	**10**				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.		**10**	**09**	**08**			
LEVEL 4 Question is recognisable in answer. Some omissions or irrelevant content selection.			**08**	**07**	**06**		
LEVEL 3 Content selection does relate to the question, but does not answer it, or does not always relate to the question. Omissions in coverage.				**06**	**05**	**04**	
LEVEL 2 Question inadequately addressed. Sparse content.					**04**	**03**	**02**
LEVEL 1 Question inadequately addressed or not at all. Inadequate or irrelevant content.						**02**	**00**

*Guidelines for allocating a mark for Level 1:

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

EXAMPLER ESSAY [MARKED]

REPRESSION AND NON-VIOLENT RESISTANCE

What non-violent methods did South Africans use to resist apartheid in the 1950s?

Introduction

After the National Party took over the government in 1948 and introduced the apartheid laws South Africans who were negatively affected by this laws used non-violent methods to resist it. These methods differed from one another and were about different issues. √

Body

At a political level there were different parties that opposed the apartheid laws and tried to convince the government not to introduce it. Parties like the SACP and the ANC tried to negotiate peacefully with the government but was not given an audience by the government. The threat by SACP to introduce the communist ideologies led to the banning of the communist party in trying to unite workers and adopt the communist views led to its banning in 1950 by the apartheid government under the suppression of Communism Act. The SACP continued to operate underground.

IR In 1952 the ANC embarked on a defiance campaign aimed at turning the ANC **IR** into a mass-based organisation. It used moderate forms of protest such as petitions, discussions and resolutions. It also meant that a group of Africans would act peacefully but would deliberately break the law. The Defiance campaign also led to the formation of resistance organisation. The Coloured People's Congress, the Congress of (White) Democrats and the Congress Alliance, which played a crucial role in promoting multi-racial resistance to apartheid. The non-violent approach also led to the formation of different new anti-apartheid organisations.

The defiance campaign was further more initiated by international solidarity movements against apartheid, supported by people like Martin Luther king through Civil Rights Movement and Ghandi Satyagraha. Gandhi believed in non-violent protest to bring about change. He believed in firm resistance and in justice. Furthermore in 1955 the ANC formed an alliance with other liberation groups who opposed apartheid. These included South African Indian Congress, South African Coloured People's Organisation and the South African Congress of Trade Unions. **R.** Together these groups called themselves the Congress Alliance. The Congress Alliance decided to draw up a document to outline the kind of future society that S.A should be. On 26 June 1955 Congress of the people met in Kliptown to adopt the Freedom Charter. (Details **of the content of the Freedom Charter**)

<u>The government believed that the Freedom Charter promoted treason. In 1956 leading activists who had been involved in the Congress of the People, charged them with treason. The trial dragged on for four years, eventually all were not found guilty.</u>

Another form of resistance was protest marches. Every African male were bound to carry'' pass book". Then in 1952 the government declared that African women had to carry passes. The Law was implemented in 1956 and women in the Congress Alliance decided to protest against the pass law. They then planned a march to the Union Buildings in Pretoria, the offices of the apartheid government. On 9 August 1956, 20 000 women marched to Pretoria to protest against passes for women. The

following women led the march Sophia William, Hellen Joseph, Lillian Ngoyi and Raheema Moosa. Women from all racial groups participated, meaning white, coloured, Indians joined. Although they failed to convince the government to end the pass law they succeeded to irritate and embarrass the government.

Conclusion
In a way the 1950s non-violent resistance yielded minor positive results. For an example the carrying of pass books by women was abolished and the White government was embarrassed and ashamed by the participation by some whites. Non- violent resistance paved the way to the armed struggle of 1960s and 1970s.

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(a) The first reading of the essay will be to determine to what extent the main aspects have been covered and to allocate the **content level** (on the matrix).

C	LEVEL 4	

(b) The second reading of the essay will relate to the level (on the matrix) of **presentation**.

C	LEVEL 4	
P	LEVEL 3	

(c) Allocate an overall mark with the use of the matrix.

C	LEVEL 4	} 10
P	LEVEL 3	

PRESENTATION **CONTENT**	**LEVEL 7** Very well planned and structured. Good synthesis of information. Constructed an argument. Very good use of evidence to support the argument.	**LEVEL 6** Well planned and structured. Synthesis of information. Constructed an argument. Evidence used to support the argument.	**LEVEL 5** Writing structured. Constructed an argument. Evidence used to support argument.	**LEVEL 4** Clear attempt to construct an argument. Evidence used to a large extent to support the argument.	**LEVEL 3** Some attempt to organize the information into an argument. Evidence not well used in supporting the argument.	**LEVEL 2** Largely descriptive/ with little/ some attempt to develop an argument.	**LEVEL 1** Answer not at all well-structured.
LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	18-20 [Gr 8-9] 13-15 [Gr 7]	16-17 [Gr 8-9] 12-13 [Gr 7]					
LEVEL 6 Question has been answered. Content selection relevant to a line of argument.	16-17 [Gr 8-9] 12-13 [Gr 7]	15 [Gr 8-9] 11 [Gr 7]	14 [Gr 8-9] 10 [Gr 7]				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant		14 [Gr 8-9] 10 [Gr 7]	13 [Gr 8-9] 9 [Gr 7]	12 [Gr 8-9] 8 [Gr 7]			
LEVEL 4 Question recognizable in answer. Some omissions/ irrelevant content selection			12 [Gr 8-9] 8 [Gr 7]	11 [gr 8-9] 7 [Gr 7]	10 [Gr 8-9] 6 [Gr 7]		
LEVEL 3 Content selection does not always relate. Omissions in coverage.				10 [Gr 8-9] 6 [Gr 7]	9 [Gr 8-9] 5 [Gr 7]	8 [Gr 8-9] 4 [Gr 7]	

LEVEL 2 Sparse content. Question inadequately addressed					8 [Gr 8-9] 4 [Gr 7]	7 Gr 8-9] 3 [Gr 7]	6 [Gr 8-9] 2 [Gr 7]
LEVEL 1 Question not answered. Inadequate content. Significant irrelevance						6 [Gr 8-9] 2 [Gr 7]	0-5 [Gr 8-9] 0-1 [Gr 7]