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LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA
DEPARTMENT OF
EDUCATION

GR 10 2026 COMMON ORAL HISTORY RESEARCH TASK

HERITAGE INVESTIGATION

PANDEMICS AND INDIGENOUS KNOWLEDGE SYSTEMS

WHAT ROLE DOES INDIGENOUS KNOWLEDGE SYSTEM PLAY AS A REMEDY TOWARDS PANDEMICS?

The content of the Research should focus on the following

- Explanation of the terms/ concepts: Outbreak; Endemic, Epidemic and Pandemic. Researchers should provide full explanations with examples and scenarios of the level of operation for each term/ concept.
- Refer to ONE Pandemic (e.g. Black Death; Spanish Flu; Aids; Covid-19; etc.), find out when & where it started and the extent of its global impact.
- Explanation of Indigenous Knowledge Systems (IKS) as a concept and its role (or lack of it) in providing a remedy against the pandemic of your choice.
- Specific ways on how indigenous knowledge dealt with or deals with) the pandemic of your choice.
- The extent of the impact of indigenous knowledge systems on the recovery of patients affected by the pandemic of your choice.

INSTRUCTIONS AND GUIDANCE TO LEARNERS:

Behind the scenes preparations:

- Prepare appointment letters to targeted interviewees on identified dates. (Evidence to be attached to the submission)
- Arrange meetings with the interviewees at the time and place of their convenience. This should be done in writing (To be part of the Research Plan).
- Prepare equipment (audio recordings – e.g. cell phone) that you will need during interviews. (To be used for correct/ proper transcription)
- Prepare a consent form (for ethical issues) that will be filled in by the interviewee after the interview. (Evidence to be attached to the submission). In case the interviewee is not comfortable in signing a consent form, assure him/her that the information will not be used against him/her or any other person and that it is for the sake of gathering knowledge.

Activities during the administration of the research

I. Consult a dictionary or search from the internet (Google), the meaning of the terms/ concepts: Outbreak; Endemic; Epidemic & Pandemic.
II. Name the pandemic of your choice, and highlight how it started and the extent of its global impact.
III. Investigate what IKS is and how it was revived as a mainstream or an alternative way of providing an effective remedy against the pandemic of your choice.
IV. Investigate different ways/ methods acquired through IKS and used to deal with the Pandemic and give examples.
V. Find out if the IKS was effective in dealing with the disease and give examples.

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INSTRUCTIONS & GUIDELINES TO THE TEACHER:

I. Consider the sensitivity and ethical issues around the recent impact of Covid-19 pandemic (if this is your choice) that could have directly affected some learners in your school. In case it might be personal to some learners, the teacher should suggest an alternative seasonal sickness like Flu (Influenza), etc.

II. Decide whether learners should conduct this research as individuals or as a group.

III. Decide on a spaced submission structure for different steps of the Research process. Copies of the submission structure (with dates) should be provided to all learners for proper management of the Research process.

IV. After each step of a submission, the teachers should make use of the Research Marking Rubric to award a mark (to the specific criterion).

RESEARCH SUBMISSION DATES: (Agreed with learners before they start)

ACTIVITY	AGREED DATES WITH THE TEACHER
Do initial research on the topic. Read materials on the topic if they are there. The main source of reference should be oral sources. (primary sources)	
Identify a minimum of 3 people to interview on the subject.	
Design a questionnaire (set of questions that you will ask all your interviewees. Questions should be open-ended/ probing.	
Arrange meetings with the interviewees in writing.	
Prepare a consent form that will be filled in by the interviewee after the interview (Optional – if the interviewee understand).	
Prepare equipment that you will need during interviews.	
Conduct the interviews.	
Transcripts of the interview should be kept as supporting evidence.	
Using the evidence you have gathered from interviews and other references, present your findings in an essay of not less than two pages.	
Acknowledgement of sources	
Portfolio submission: inclusive of Table of contents, Letters of appointment, Consent form, supporting data collected, Transcripts, Self-reflection on the process and lessons learnt and Problems encountered.	

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MARKING RUBRIC: [50]

CRITERIA	LEVEL DESCRIPTORS			
	LEVEL 4	**LEVEL 3**	**LEVEL 2**	**LEVEL 1**
Criterion 1	**5**	**4**	**2 – 3**	**0 – 1**
Planning (5)	Demonstrate a thorough understanding of Planning. Names of people to be interviewed, their profiles, dates of interviews, venue, time of interviews and the consent form is well designed and supplied.	Shows adequate understanding of planning.	Shows some evidence of planning.	Shows little or no evidence of planning
Criterion 2	**5**	**4**	**2-3**	**0 – 1**
Explaining terms/concepts (5)	Demonstrate a thorough understanding of explaining Outbreak; Endemic; Epidemic and Pandemic.	Shows adequate understanding of explaining: Outbreak; Endemic; Epidemic and Pandemic.	Shows some extent of explaining: Outbreak; Endemic; Epidemic and Pandemic.	Shows little or no evidence of explaining: Outbreak; Endemic; Epidemic and Pandemic.
Criterion 2	**8 – 10**	**5 – 7**	**3 – 4**	**0 – 2**
Interview questions (10)	Demonstrate a thorough understanding of formulating appropriate, sufficient and open-ended probing questions.	Shows adequate understanding of formulating Interview questions.	Shows some extent of formulated questions are relevant to a certain extent.	Shows little or no evidence of formulating interview questions
Criterion 3	**8 – 10**	**5 – 7**	**3 – 4**	**0 – 2**
Presentation/ Essay writing (10)	Demonstrate an excellent understanding of a well-structured presentation, Introduction, paragraphs & Conclusion.	Shows adequate knowledge and understanding structuring the presentation	Shows some evidence of a structured Presentation.	Shows little or no evidence of a structured presentation, e.g. Introduction, paragraphs & Conclusion.
Criterion 5	**8-10**	**5-7**	**3 - 4**	**0 – 2**
Understanding of what is meant by IKS (10)	Demonstrate a thorough/ excellent understanding of what is meant by Heritage and has fully explained this.	Shows adequate understanding of what is meant by Heritage.	Shows some understanding of heritage aspect of the task.	Shows little or no understanding of the heritage aspect in the task.
Criterion 6	**5**	**4**	**2-3**	**0 – 1**
Self-reflection (5)	Demonstrate a thorough/ excellent understanding of evaluating and reflecting on the research assignment process (e.g. what has a candidate learnt from undertaking research)	Shows adequate understanding of evaluating and reflecting on the research assignment process (e.g. what has a candidate learnt from undertaking research)	Shows some evidence of evaluating and reflecting on the research assignment process (e.g. what has a candidate learnt from undertaking research)	Shows little or no evidence of evaluating and reflecting on the research assignment process (e.g. what has a candidate learnt from undertaking research)
	5	**4**	**2 – 3**	**0 - 1**
Criterion 7	Demonstrate a thorough/ excellent understanding of acknowledging sources (e.g. footnotes, references, plagiarism)	Shows adequate understanding of acknowledging sources (e.g. footnotes, references, plagiarism)	Shows Some evidence of acknowledging sources (e.g. footnotes, references, plagiarism)	Shows little or no evidence of acknowledging sources (e.g. footnotes, references, plagiarism)
Acknowledgement of sources (5)				