

A THREE YEAR CURRICULUM RECOVERY GUIDELINE

Mediation of the National Recovery ATP

History Grade 10-12

Implementation date : January 2021



Presentation Outline

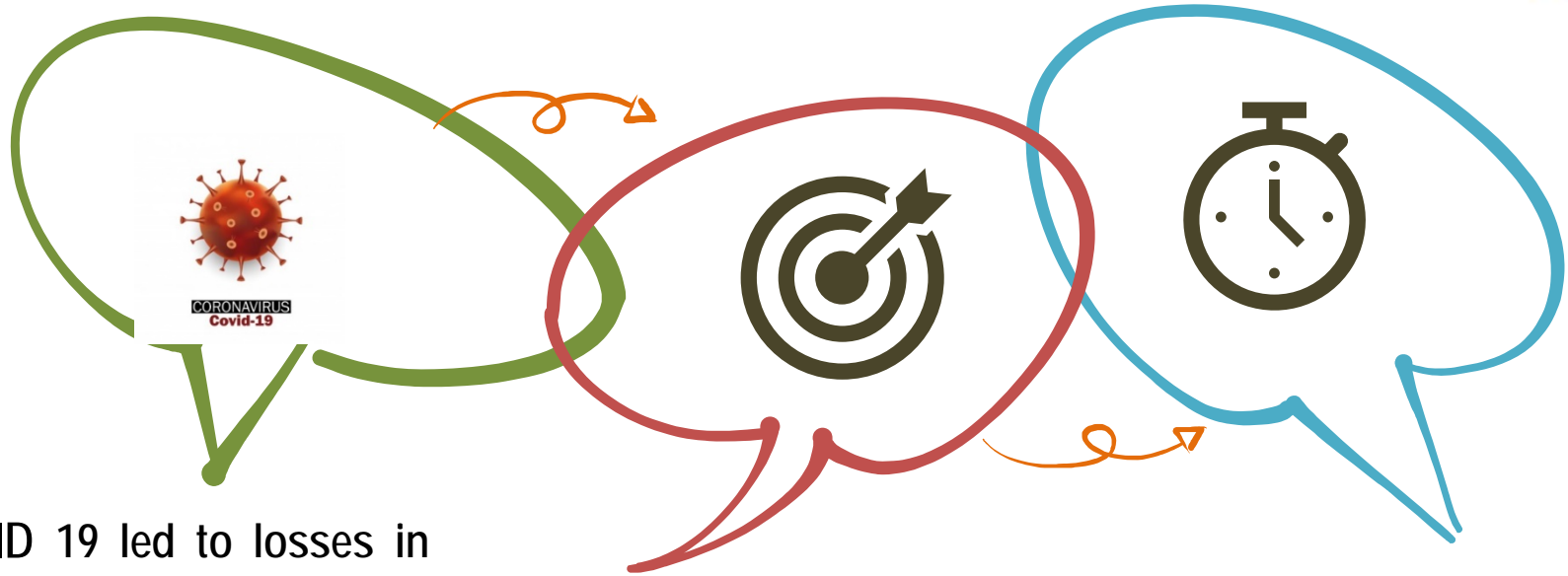
1. Purpose
2. Introduction
3. Vision and Rationale
4. Principles
5. Underpinning assumptions
6. Key Recovery Strategies
7. Amendment to the Grade 10-12 Content Map
8. Amendments to the Annual Teaching Plan
9. Amendments School Based Assessment (SBA)
10. Conclusion

Purpose

The Three Year Curriculum Recovery Guideline outlines the development of the three year recovery ATPs to manage learning loss over a period of three years **2021 Recovery ATPs as stipulated in Circular S11 of 2020.**



Introduction



COVID 19 led to losses in teaching and learning time due to:

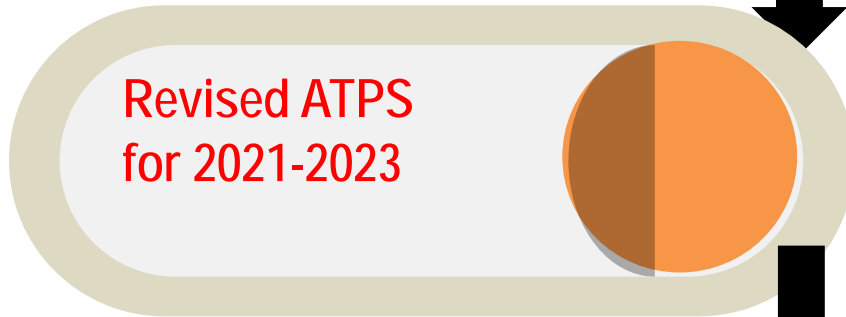
- the lockdown period and **phased reopening** of schools,
- Alternating time tabling models and
- the related health and safety **protocols**.

Furthermore, the revision of the school calendar **and** intermittent closure of many schools negatively **impacted** the **ability** of teachers to **implement** the **revised 2020 ATPs** as envisioned.

To mediate the impact and support teachers in managing teaching, assessment and learning within the reduced **time**, the DBE in 2020 implemented:

- **Circular S3** that outlined and guided teachers to conduct **context specific subject trimming**, in consultation with subject advisors.
- **National Assessment Circular 02** and **Circular E 11** to guide school-based assessment in phases and subjects

Vision 2024

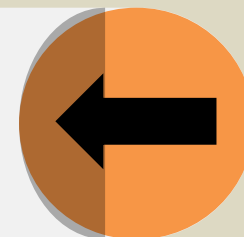


- Conceptualisation of a Curriculum Strengthening process that encompasses Competencies required for the Changing World;
- Develop Revised Modernised Curriculum Policy Statements in alignment with amended CAPS Section 4 and 2020 Assessment Circulars;
- Develop an Assessment for Learning pedagogical strategy, and
- Develop Educator Mediation Programmes.

Rationale for the Guideline

To outline the process to develop **the Three-year Recovery Plan** in managing the learning losses over a period of three years

**RATIONALE FOR
THIS GUIDELINE**



LEARNING LOSSES

the purpose of this exercise
are defined as:



Learning Outcomes (*content, skills & competencies, values & attitudes*) as stated in the revised ATPs not achieved during the 2020 school year.

Principles

1

Use of the 2020 Curriculum Recovery Framework as the base document

2

Learning losses inform the Three Year Recovery Plans for School –based Assessment

3

Management of the learning losses and the School Based Recovery Plans

4

Create opportunities through adjusted ATPs to strengthen pre-knowledge, consolidation, revision, and deeper learning

5

Entrench Assessment for Learning as a Pedagogical Approach to address the learning losses



Principles

6

The 2021 Recovery ATPs maintains the use of current LTSM and resources already available in the system.

7

Content topics removed in 2020 were not automatically returned in the 2021 Recovery ATPs.

8

Fundamental and core topics were retained in the Recovery ATPs

9

To guide and support effective teaching and learning



Underpinning Assumptions



1

1

ASSUMPTION 1

All learners will return to school from day 1 of the 2021 academic year and norm-times as stipulated in the CAPS will be adhered to for the entire school year;

2

2

ASSUMPTION 2

Learning losses due to COVID-19 across grades and subjects will vary from school to school, class to class and even within classes.

3

3

ASSUMPTION 3

Each Teacher will have a record of learning losses and Departmental Heads and Subject Advisors will monitor progress in learning loss recovery;

Underpinning Assumptions



4

4

ASSUMPTION 4

All schools will develop & implement school-based support programmes for all grades/years with particular focus on all the exit grades/years (3, 6, 9 and 12) throughout the three-year period.

5

5

ASSUMPTION 5

All Circulars related to the 2020 ATPs including SBA to be withdrawn and revised to align to the 2021 ATPs.

6

6

ASSUMPTION 6

Schools have systems in place to manage the possibility of a second wave of the pandemic in Q1 and Q3 of the 2021

The Development of the 2021 Recovery ATPs

The Recovery ATPs are aligned to the:

- 2021 School calendar
- Abridged S4 of CAPS
- Curriculum and assessment principles as prescribed in the CAPS policy for **History**.

Amendments to the Content Map for the Phase

Summary: Amendments to the Content Overview for the Phase

| Grade 10 | Grade 11 | Grade 12 |
|---|--|---|
| <p style="text-align: center;"> *Trimmed * Reorganised *No amendment </p> | | |
| <p>The World Around 1600</p> | <p>Communism in Russia</p> | <p>The Cold War</p> |
| <ul style="list-style-type: none"> •Ming dynasty •Songhai •India (Mughal) •European societies | <ul style="list-style-type: none"> •The link between 1905 & 1917 revolutions •Women & the Russian Revolution •The coming of WW2 | <p>Extension of the Cold War:</p> <ul style="list-style-type: none"> •Question focus: The origins of the Cold War in Europe (Source-based question) •Question focus: The Cold War Case Study: Vietnam (Essay question) <p>Stages in the war:</p> |

Summary: Amendments to the Content Overview for the Phase

| Grade 10 | Grade 11 | Grade 12 |
|---|--|--|
| *Trimmed * Reorganised *No amendment | | |
| European Expansion And Conquest 15th-18th centuries | Capitalism in the USA | Independent Africa |
| <ul style="list-style-type: none"> •America: Spanish conquest; <li style="text-align: center;">OR •Africa: Portugal and the destruction of Indian Ocean Trade <li style="text-align: center;">OR •The Dutch East India Company (choose only one) | <ul style="list-style-type: none"> •The nature of Capitalism in the USA – entrepreneurial & competitive; with rugged individualism; free market; and with minimal state control over business; •Opposition to the New Deal: analysis of the criticism •Cynical nature of Capitalism | <ul style="list-style-type: none"> Question focus: Africa in the Cold War Case study: Angola (Source-based question) Question focus: How was independence realised in Africa in the 1960s and 1970s Case study: The Congo (Essay question) <ul style="list-style-type: none"> • What were the ideas that influenced the Congo • Political • Economic • Social and cultural successes/ challenges that the Congo faced |

Summary: Amendments to the Content Overview for the Phase

| Grade 10 | Grade 11 | Grade 12 |
|--|---|---|
| <p style="text-align: center;"> *Trimmed * Reorganised *No amendment </p> | | |
| <p style="color: green;">The French Revolution</p> | <p style="color: green;">Ideas of Race</p> | <p style="color: green;">Civil Society Protests 1950s-1990s</p> |
| <p style="color: red;">Case study:</p> <ul style="list-style-type: none"> • The spread of revolutionary aspirations • Ideas of liberty and slavery in the French colonies: Haiti and Toussaint L'Ouverture • The legacy of the French Revolution in the 19th century and today | <ul style="list-style-type: none"> • Case Studies: Australia OR Nazi Germany: (Essay or Source-Based Question) <p style="color: red;">(choose ONE case study)</p> | <ul style="list-style-type: none"> • Question focus: The US Civil Rights Movement (Source-based question) • Question focus: The Black Power Movement (Essay question) |

Summary: Amendments to the Content Overview for the Phase

| Grade 10 | Grade 11 | Grade 12 |
|--|--|--|
| *Trimmed * Reorganised *No amendment | | |
| Transformations in southern Africa after 1750 | Nationalisms | Civil resistance 1970s to 1980s in South Africa |
| <ul style="list-style-type: none"> • Political changes from 1750 to 1820 • Political revolution • Legacy of Shaka | <ul style="list-style-type: none"> • African • Afrikaner • Middle East • Ghana <p>(choose any TWO case study)</p> | <ul style="list-style-type: none"> • Question Focus: The challenge of Black Consciousness to the Apartheid state (Essay question) • Question Focus: The crisis of Apartheid: Internal Resistance (Source-based question) |

Summary: Amendments to the Content Overview for the Phase

| Grade 10 | Grade 11 | Grade 12 |
|--|--|--|
| <p style="text-align: center;">*Trimmed * Reorganised *No amendment</p> | | |
| <p>Colonial Expansion after 1750</p> | <p>Apartheid in South Africa 1940s to 1960s</p> | <p>The coming of democracy in South Africa, and coming to terms with the past</p> |
| <ul style="list-style-type: none"> • Britain takes control of the Cape • The Zulu kingdom and the colony of Natal • Co-operation and conflict on the Highveld | <ul style="list-style-type: none"> • Introduction: global pervasiveness of racism and segregation in the 1920s and 1930s • Segregation after the formation of the Union 1920s and 1930s • National Party victory 1948 • Legalising apartheid | <ul style="list-style-type: none"> • Question focus: The Truth and Reconciliation Commission (TRC) – (Source-based question) • Question focus: Negotiated settlement and the Government of National Unity (Essay question) |

Summary: Amendments to the Content Overview for the Phase

| Grade 10 | Grade 11 | Grade 12 |
|--|--|---|
| *Trimmed * Reorganised *No amendment | | |
| The South African War and Union | <ul style="list-style-type: none"> •Overcoming Apartheid – nature of internal resistance before 1960: •From petitions to Programme of Action – towards mass mobilization by forming alliances •Response of Apartheid state to resistance against apartheid •Dealing the Defiance campaign & repressive legislations •Treason Trial •Sharpeville massacre •Armed conflict •Rivonia Trial – 1964 & consequences •Review – ‘Apartheid’ becomes an international word | The end of the Cold War and a new global world order 1989 to present |
| <ul style="list-style-type: none"> •Background to the South African War •South African War from 1899 to 1902 •The Native Land Act of 1913 | | <ul style="list-style-type: none"> •Question focus: The end of the Cold War and the events of 1989 (Essay question) •Question focus: A new global world order (Source-based question) |

Summary of Amendments

Summary: Content/Topics Amended (GR10)

| Content/Topics | Term | Amendment |
|--|------|---|
| THE WORLD AROUND 1600S | 1 | <ul style="list-style-type: none"> European Societies (removed) Songhay compulsory Second case study to be selected between China and India |
| EUROPEAN EXPANSION AND CONQUEST DURING THE 15TH TO 18TH CENTURIES | 1 | <ul style="list-style-type: none"> America: Spanish conquest; OR Africa: Portugal and the destruction of Indian Ocean Trade; OR The Dutch East India Company. <p>(To choose ONE)</p> |

Summary: Content/Topics Amended (GR10)

| Content/Topics | Term | Amendment |
|-------------------|------|--|
| FRENCH REVOLUTION | 2 | <ul style="list-style-type: none">• The reasons for international opposition to the revolutionaries in France• Case Study: the spread of revolutionary aspirations• Legacies |

Summary: Content/Topics Amended (GR10)

| Content/Topics | Term | Amendment |
|---------------------------------|------|---|
| THE SOUTH AFRICAN WAR AND UNION | 4 | <ul style="list-style-type: none">• Britain's position as the world's international financier• Emergence of classes: capitalists, the middle class and workers• The responses of African societies to the demand for labour• Two phases of war• Scorched earth policy• British concentration camps-experiences of Afrikaners |

Summary: Content/Topics Amended (GR11)

| Content/Topics | Term | Amendment |
|----------------------------------|------|---|
| COMMUNISM IN RUSSIA 1900-1940 | 1 | <ul style="list-style-type: none">• Link between 1905 & 1917 Revolutions (removed)• Women & the Russian Revolution (removed)• the coming of ww2 (removed) |

Summary: Content/Topics Amended (GR11)

| Content/Topics | Term | Amendment |
|------------------------------------|------|--|
| CAPITALISM IN THE USA 1900-1940 | 1 | <ul style="list-style-type: none">• Nature of Capitalism in the USA (removed)• Opposition to the New Deal (removed)• Cyclical nature of capitalism (removed) |



Summary: Content/Topics Amended (GR11)

| Content/Topics | Term | Amendment |
|----------------|------|---|
| IDEAS OF RACE | 2 | <ul style="list-style-type: none">Australia OR Nazi Germany (To choose ONE) |

Summary: Content/Topics Amended (GR11)

| Content/Topics | Term | Amendment |
|----------------|-------|--|
| NATIONALISMS | 2 - 3 | <ul style="list-style-type: none">• African• Afrikaner• Middle East• Ghana <p>(To select ANY TWO)</p> |

Summary of changes (GR12) 2021- 2023:

CONTENT FOR P1

| SOURCE-BASED QUESTION | ESSAY QUESTIONS |
|--|---|
| 1. The Extension of the Cold War: USSR and USA and the creation of Spheres of Interest | 4. The Cold War: Case study: Vietnam |
| 2. Independent Africa: Case study Angola | 5. Independent Africa: Case study: The Congo |
| 3. Civil society protests from the 1950s to the 1970s: The US Civil Rights Movement | 6. Civil society protests from the 1950s to the 1970s: The Black Power Movement |

Summary of changes (GR12) 2021- 2023:

CONTENT FOR P2

SOURCE-BASED QUESTIONS

1. Civil Resistance, 1970s to 1980s:
South Africa:

The crisis of apartheid in the 1980s

2. The coming of democracy to South Africa and coming to terms with the past: **The Truth and Reconciliation Commission (TRC)**

3. The end of the Cold War and a new order 1989 to the present : **Responses to Globalisation**

ESSAY QUESTIONS

4. Civil Resistance, 1970s to 1980s:
South Africa

The challenge of Black Consciousness to the apartheid state

5. The coming of democracy to South Africa and coming to terms with the past: **Negotiated settlement and the Government of National Unity**

6. The end of the Cold War and a new order 1989 to the present:
Gorbachev's reforms and its impact on South Africa

Amendments to the Annual Teaching Plan

Grade 10 Recovery ATPs 2021

The ATP also highlights how content has been reorganised in the grade

- 2021 Recovery ATP (ENG).



Microsoft Word
Document

- 2021 Herstel JOP (AFR).



Microsoft Word
Document

Grade 11 Recovery ATPs 2021

The ATP also highlights how content has been reorganised in the grade

- 2021 Recovery ATP (ENG).



Microsoft Word
Document

- 2021 Herstel JOP (AFR).



Microsoft Word
Document

Grade 12 Recovery ATPs 2021

The ATP also highlights how content has been reorganised in the grade

- 2021 Recovery ATP (ENG).



Microsoft Word
Document

- 2021 Herstel JOP (AFR).



Microsoft Word
Document



Amendments School Based Assessment (SBA)

SBA Amendments (GR10)

| TERM | TASK | MARKS | TERM WEIGHTING |
|-------------------------------------|--------------------------|------------|----------------|
| 1 | 1. Source Based or Essay | 50 | 25% |
| | 2. Standardized Test | 100 | 75% |
| 2 | 3. Heritage Assignment | 50 | 25% |
| | 4. Standardized Test | 100 | 75% |
| 3 | 5. Source Based or Essay | 50 | 25% |
| | 6. Standardized Test | 100 | 75% |
| | 6 SBA Tasks | | |
| 4 | FINAL EXAMINATION | 150 | |
| SBA (60%) + EXAM (40%) = 100 | | | |

Summary: Final Examination Structure (Gr10)

One 3 hour paper

Total marks = 150

Learners must answer THREE (3) Questions

- One (1) Source Based (50) and
- One (1) Essay (50) and
- One (1) Source Based (50) or One (1) Essay (50)

SECTION A: SOURCE BASED QUESTIONS

1. Transformation in southern Africa
2. Colonial Expansion
3. The Native Land Act (1913)

SECTION B: ESSAY QUESTIONS

4. Transformation in southern Africa
5. Colonial Expansion
6. The Native Land Act (1913)

SBA Amendments (GR11)

| TERM | TASK | MARKS | TERM WEIGHTING |
|-------------------------------------|--|------------|----------------|
| 1 | 1. Source Based or Essay | 50 | 25% |
| | 2. Standardized Test | 100 | 75% |
| 2 | 3. Research | 50 | 25% |
| | 4. Standardized Test | 100 | 75% |
| 3 | 5. Source Based or Essay | 50 | 25% |
| | 6. Standardized Test | 100 | 75% |
| | 6 SBA Tasks | | |
| 4 | FINAL EXAMINATION (P1 & P2) | 300 | |
| SBA (60%) + EXAM (40%) = 100 | | | |

Summary: Final Examination Structure (Gr11)

TWO papers = (300)

From EACH Paper, Answer THREE (3) Questions: One Source-Based from SECTION A, One Essay question from SECTION B & the THIRD one, from either Sec A or B

PAPER 1

Marks: 150

Time: 3hours

SECTION A: SOURCE BASED QUESTIONS

1. Communism in Russia (Lenin or Stalin)
2. Capitalism in the USA (Great depression or the New Deal)
3. Ideas of Race (Australia/Nazi Germany) – divide focus area for a Source-Based & Essay question.

SECTION B: ESSAY QUESTIONS:

4. Communism in Russia (Lenin or Stalin)
5. Capitalism in the USA (Great depression or the New Deal)
6. Ideas of Race: Australia/ Nazi Germany (From ONE Case Study decide on Content Focus for both a source & Essay)

PAPER 2

Marks: 150

Time: 3hours

SECTION A: SOURCE BASED QUESTIONS

1. ONE Case Study from: African; Afrikaner Nationalism; Middle East & Ghana.
2. ANOTHER Case Study from: African; Afrikaner Nationalism; Middle East & Ghana.
3. Apartheid South Africa (Segregation + Legalising Apartheid or Overcoming/ Resistance to Apartheid)

SECTION B: ESSAY QUESTIONS:

4. **Nationalisms:** African/ Afrikaner/ Middle East or Ghana (1st choice)
5. **Nationalisms:** African/ Afrikaner/ Middle East or Ghana (2nd choice)
6. Apartheid South Africa (Segregation + Legalising Apartheid or Overcoming/ Resistance to Apartheid)

SBA Amendments (GR12)

| TERM | TASK | MARKS | TERM WEIGHTING |
|------|---|------------|----------------|
| 1 | 1. Source Based and Essay | 100 | 25% |
| | 2. Standardized Test | 100 | 75% |
| 2 | 3. Research | 100 | 100% |
| 3 | 4. Source Based and Essay (Under controlled conditions in class 2 Hours) | 100 | 25% |
| | 5. Preparatory Exam (P1 & P2) | 300 | 75% |
| | 5 SBA Tasks | | |
| 4 | FINAL EXAMINATION (P1 & P2) | 300 | |
| | SBA (25%) + EXAM (75%) = 100 | | |

Gr12 Examination Structure (Sept and Nov)

TWO papers = (300)

From EACH Paper, Answer THREE (3) Questions: One Source-Based from SECTION A, One Essay question from SECTION B & the THIRD one, from either Sec A or B

PAPER 1

Marks: 150

Time: 3hours

Source Based Questions

Question 1: The Cold War: The Extension of the Cold War

Question 2: Independent Africa case Study -Angola

Question 3: Civil Society Protest from the 1950's to the 1970's: Civil Rights Movement

Essay Questions

Question 4: Case study: Vietnam

Question 5: Independent Africa; Congo

Question 6: Black Power Movement

PAPER 2

Marks: 150

Time: 3hours

Source Based Questions

Question 1: The Crisis of Apartheid in the 1980s

Question 2: TRC

Question 3: The end of the Cold War and the new world order: the events of 1989; Globalisation

Essay Questions

Question 4: The challenge of Black Consciousness to the apartheid state

Question 5: Coming of the democracy to SA

Question 6: The end of the Cold War and the new world order: the events of 1989

5. Conclusion

Conclusion

- The June examination in Grades 10 & 11 will be replaced by a **Controlled Test**;
- In Grade 12, the June Examination is **cancelled**;
- NB. **Mark and time allocated** for June Test will be determined by National assessment at a later stage
- The **SBA weighting** for five tasks will be ratified through SA SAMS; and
- End of Year Examination: (300 marks)
Paper 1 = 150 marks (3hrs); &
Paper 2 = 150 marks (3hrs)

Contact Details

Name: Pule Rakgoathe

Subjects: Geography & History

Department of Basic Education

Tel: 012 357 4185

Email: rakgoathe.p@dbe.gov.za