



**MINISTRY OF EDUCATION
AND TRAINING LESOTHO**



Mohloli oa Thuto

GRADE 10 AND 11 HISTORY SYLLABUS PILOT 2020



**National Curriculum Development Centre (NCDC) in collaboration
with the Examinations Council of Lesotho (ECOL).**

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ACKNOWLEDGEMENTS.

The National Curriculum Development Centre (NCDC) and the Examination Council of Lesotho (ECoL) would like to express their earnest appreciativeness to the National History Panel members for their hard work, commitment, and vital contribution towards the design and development of this syllabus. The members of the National history Panel are:

1. Ms Seboku Tsehloane: National Curriculum Development Centre (NCDC).
2. Prof Motlatsi Thabane: The National University of Lesotho (NUI)
3. Mrs Lipuo Mothiba: Examination council of Lesotho (EcoL).
4. Mrs Anna Mashinini: Inspectorate.
5. Mr Tseliso Khoboko: Lesotho College of Education (LCE).
6. Mrs 'Malehlohonolo Mositi: Hlotse high school.
7. Mr Mogale Rasupu: 'Mampota high school.
8. Ms Tebatso Ntsane: Lesotho high school.
9. Mr Sebinane Lekoekoe: Ministry of Tourism, Environment and Culture (MTEC).
10. Mr Thabang Mokakatleli: Masianokeng high school.
11. Mr Lebohang Moreke: Historian.
12. Ms Polo Telukhunoana: Ntaote high school.
13. Mr Monkhoe Bale: Makola high school.
14. Ms 'Mathabang Hlapolosa: Bereng high school.
15. Mr Moloantoa Lelimo: Maseru high school.
16. Ms 'Matšepang Mosae: National Curriculum Development Centre (NCDC).

1. INTRODUCTION

Grade 10 and 11 history syllabi are continuation of the revised Lesotho curriculum. Like the Curriculum and assessment policy of 2009 document states, at this levels History has emerged as a standalone subject. It builds on the skills, values and attitudes which learners have acquired for the past eight years of study. These syllabi continue to equip learners with skills which are necessary for the study of history. They are made up of the content which will be examined at grade 11 to obtain the LGCSE qualification. Grade 10 syllabus still contain content for paper 1 and initiates learners to the content of paper 2 of LGCSE. Grade 11 on the other side contains content for LGCSE paper 2.

What is history?

There are countless definitions and descriptions which can be given to answer the above question, below are few examples of how different people perceive history as, and what it does:

History is the study of change and development in society over time. The study of history enables learners to understand how past human action affects the present and influences our future, and it also allows them to evaluate these effects. So, history is about learning how to think about the past, which affects the present, in a disciplined way.

History is a process of enquiry. Therefore, it is about asking questions of the past: What happened? When did it happen? Why did it happen then? What were the short-term and long-term results? It involves thinking critically about the stories people tell us about the past, as well as the stories that we tell ourselves.

Furthermore, History is a distinctive and well-established academic discipline with its own methods and discourses. Its field of study is potentially limitless, in that it encompasses the totality of past human experience. Among learners who study history there can be differences and even controversy between some who regard it as an account of an actual past, and others who view it as an entirely imagined or constructed past.

The study of history supports democracy within a democracy...," by upholding constitutional values, reflecting the perspectives of a broad spectrum of people (by race, class and gender), encouraging civic responsibility, promoting human rights and peace, and preparation for local, national and global responsibility.

Also, a study of history is essential for good citizenship. This is the most common justification for the place of history in school curricula. History that lays the foundation for genuine citizenship returns, in one sense, to the essential uses of the study of the past. History provides data about the emergence of national institutions, problems, and values—it's the only significant storehouse of such data available. It offers evidence also about how nations have interacted with other societies, providing international and comparative perspectives essential for responsible citizenship.

Further, studying history helps learners understand how recent, current, and prospective changes that affect the lives of citizens are emerging or may emerge and what causes are involved. More important, studying history encourages habits of mind that are vital for responsible public behavior, whether as a national or community leader, an informed voter, a petitioner, or a simple observer.

The study of history provides:

- a) learners with skills and information to realise their identity, and this is unquestionably one of the reasons all modern nations encourage its teaching in some form.
- b) a terrain for moral contemplation. Studying the stories of individuals and situations in the past allows a learners of history to test their own moral sense, to hone it against some of the real complexities individuals have faced in difficult settings thus act responsibly.
- c) learners with skills which are not confined to the study of the past, but also develops analysis skills which are invaluable in many jobs. The ability to analyse is vital to decision making as it enables learners to prioritise information.
- d) By looking at the history of different cultures, learners can build up a better understanding of why certain peoples act the way they do. By learning about various tributaries of humanity, learners can develop a broad cultural awareness.

WHAT SKILLS DOES A LEARNER OF HISTORY DEVELOP?

- a) **THE ABILITY TO ASSESS EVIDENCE.** The study of history builds experience in dealing with and assessing various kinds of evidence—the sorts of evidence historians use in shaping the most accurate pictures of the past that they can. Learning how to interpret the statements of past political leaders—one kind of evidence—helps form the capacity to distinguish between the objective and the self-serving among statements made by present-day political leaders. Learning how to combine different kinds of evidence—public statements, private records,

numerical data, visual materials—develops the ability to make coherent arguments based on a variety of data. This skill can also be applied to information encountered in everyday life.

- b) **THE ABILITY TO ASSESS CONFLICTING INTERPRETATIONS.** Learning history means gaining some skill in sorting through diverse, often conflicting interpretations. Understanding how societies work—the central goal of historical study—is inherently imprecise, and the same certainly holds true for understanding what is going on in the present day. Learning how to identify and evaluate conflicting interpretations is an essential citizenship skill for which history, as an often-contested laboratory of human experience, provides training. This is one area in which the full benefits of historical study sometimes clash with the narrower uses of the past to construct identity. Experience in examining past situations provides a constructively critical sense that can be applied to partisan claims about the glories of national or group identity. The study of history in no sense undermines loyalty or commitment, but it does teach the need for assessing arguments, and it provides opportunities to engage in debate and achieve perspective.
- c) **EXPERIENCE IN ASSESSING PAST EXAMPLES OF CHANGE.** Experience in assessing past examples of change is vital to understanding change in society today—it's an essential skill in what we are regularly told is our "ever-changing world." Analysis of change means developing some capacity for determining the magnitude and significance of change, for some changes are more fundamental than others. Comparing particular changes to relevant examples from the past helps students of history develop this capacity. The ability to identify the continuities that always accompany even the most dramatic changes also comes from studying history, as does the skill to determine probable causes of change. Learning history helps one figure out, for example, if one main factor—such as a technological innovation or some deliberate new policy—accounts for a change or whether, as is more commonly the case, a number of factors combine to generate the actual change that occurs.

Subsequently, studying History is crucial to the promotion of that elusive creature, the well-informed citizen. It provides basic factual information about the background of our political institutions and about the values and problems that affect our social well-being. It also contributes to our capacity to use evidence, assess interpretations, and analyze

change and continuities. No one can ever quite deal with the present as the historian deals with the past—we lack the perspective for this feat; but we can move in this direction by applying historical habits of mind, and we will function as better citizens in the process.

2. SYLLABUS AIMS: (Not listed in order of priority)

The overall aims of the history syllabus are to:

- a) stimulate interest and enthusiasm for the study of the past in order to instill and develop a sense of nationality and patriotism;
- b) promote the acquisition of knowledge and understanding of human activity in the past, linking it as appropriate, with the present;
- c) help towards appreciation and understanding of the uniqueness of Basotho's divergent social and cultural values;
- d) inculcate ideals of tolerance as a pre-condition for attainment of peace, stability and eventual national unity and development;
- e) promote understanding of basic historical concepts, such as cause, consequence, continuity and change;
- f) encourage the development of literacy and essential study skills;
- g) provide a sound basis for further study and the pursuit of history as a personal interest;
- h) help develop a clear understanding of various forms and systems of governance and their bearing on nation building;
- i) acquire understanding of global events and their impact on Lesotho and international community;
- j) acquire understanding of Lesotho's relations with the international community;
- k) Critically analyse the role played by different classes, age groups, gender and ethnic groups in the socio-economic and political development of Lesotho.
- l) develop an awareness of environmental factors and their impact on the socio-economic and political development of Lesotho;
- m) develop an awareness and management of emerging issues;
- n) Create awareness about emergent technological advancements and their impact on human life.

3.0 ASSESSMENT OBJECTIVES

The assessment objectives of the examination are to test candidate's proficiency in the following areas:

AO1: an ability to recall, select, organize and deploy knowledge of the syllabus content.

AO2: an ability to use an understanding of:

- Change and continuity, cause and consequence, similarity and difference.
- Motives, emotions, intentions and beliefs of people in the past to construct and support descriptions, narratives, explanations, arguments and judgment about the past.

AO3: an ability to:

- Make explanations, arguments and judgment about the past.
- Comprehend, infer from and interpret a range of sources in their historical context.

3.0 ASSESSMENT GUIDELINES

Assessment is an integral component of the program of study. Its major functions include facilitating learning, providing information which may be used by learners and teachers in the planning of consequent instructional experiences, and providing information on the level of proficiency demonstrated by the learners.

3.1 ASSESSMENT

Formative Assessment.

Teachers assess learners' ability to identify their areas of strength and weakness. This assessment may be formal or informal, and is usually continuous and integrated with the teaching and learning.

Information derived from this type of assessment should be used by teachers and learners in planning subsequent action. Learners should be encouraged to assess themselves (self- and peer- assessment) and, wherever practical, to participate in the planning of subsequent activity. The effectiveness and management of this approach may be boosted

by sharing the assessment criteria with learners before the assessment is done, or by engaging them in the development of these criteria.

Summative Assessment

Learners write an examination at the end of the year. The end of level assessment will cover all the topics and weigh 100 marks as per the specification grid below.

The Grid shows the relationship between the assessment objectives and marks awarded for each. It also indicates how the marks will be allocated.

SPECIFICATION GRID			
ASSESSMENT OBJECTIVES			
Paper	Knowledge with Understanding	Skills and Analysis	Judgment and Decision Making
1	60%	30%	10%

Relationship between Assessment Objectives and components

	Paper 1		
	Knowledge with Understanding	Skills and Analysis	Judgment and Decision Making
Marks for each question	60	30	10
Total	60	30	10

	AO 1	AO 2	AO 3	TOTAL
PAPER2 3 out of 5 (60 marks) questions				
SECTION A	7 marks	4 marks	9 marks	20 marks
SECTION B	11 marks	9 marks		20 marks

	11 marks	9 marks		20 marks
TOTAL	29 marks	22 marks	9marks	60 marks

GRAND TOTAL	62 marks 52%	49% 40%	9 marks 8%	120 marks
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3.2 SCHEME OF ASSESSMENT

PAPER 1:

Aspects of the History of Africa in the nineteenth and twentieth centuries, comprising of 5 structured questions from which candidates have to answer 3. The questions will be structured into three parts: part (a) 5marks (description), part (b) 7 marks (explanation), part (c) 8 marks (judgment).

Weighting: 50% of total marks.

Duration: 1hour 45 minutes.

PAPER 2:

Aspects of International Relations 1914-1991, comprising of 2 sections (A and B)

SECTION A

Two (2) source based questions from which candidates have to answer 1. The questions will be structured three parts (a) and (b) being based on historical sources: part (a)6 marks (inference), part (b) 7 marks (interpretation), part (c) will not be based on sources but will on the same topic area of the syllabus, 7 marks (explanation).

SECTION B

Four (4) structured questions from which candidates have to answer 2. The questions will be structured into three parts: part (a) 5 marks (description), part (b) 7 marks (explanation), part (c) 8 marks (judgment)

Weighting: 50% of total marks.

Duration: 2 hours.

GRADE DESCRIPTORS

Grade A

To achieve a Grade A, a candidate will be able to:

- accurately recall, select and deploy relevant historical knowledge to support a coherent and logical argument.
- communicate in a clear and coherent manner using appropriate historical terminology.
- demonstrate and understanding of the complexity of historical concepts.

- distinguish between cause and consequences, change and continuity, and similarity and differences, by selectively deploying accurate and relevant historical evidence.
- show an understanding of individuals and societies in the past.
- understand the importance of trying to establish motives.
- interpret and evaluate a wide range of historical sources and their use as evidence.
- identify precisely the limitations of particular sources.
- compare and contrast a range of sources and draw clear, logical conclusions.

Grade C

To achieve a Grade C, a candidate will be able to:

- recall a limited amount of accurate and relevant historical knowledge.
- use simple historical terminology and communicate in an understandable form.
- demonstrate a basic understanding of the historical concepts of causation, change and continuity, and similarity and difference.
- display knowledge of the perspectives of other people, based on specific examples of situations and events.
- interpret and evaluate historical sources and their use as evidence in a limited way.
- make comparisons between pieces of evidence without drawing conclusion.

Grade F

To achieve a Grade F, a candidate will be able to:

- recall a limited amount of accurate and relevant historical knowledge.
- use simple historical terminology and communicate in an understandable form.
- demonstrate a basic understanding of the historical concepts of causation, change and continuity, and similarity and difference.
- display knowledge of the perspectives of other people, based on specific examples of situations and events.
- interpret and evaluate historical sources and their use as evidence in a limited way.
- make comparisons between pieces of evidence without drawing conclusions.

4.0 RATIONALE

These syllabi have been designed to develop candidates' understanding of the contemporary world through a study of the history of Africa and of the wider world. They have important implications for how candidates learn and are taught. They place more emphasis on candidates being able to think, understand, explain, evaluate and make and support their own judgements, and less on detailed recall. Content should be covered in enough depth to allow candidates to write well-informed explanations and to support their judgements. Candidates should also be able to explain causes, consequences and changes, make links between events and compare and contrast events.

The syllabi also introduce candidates to the use of historical source material. Candidates should be familiar with different types of source material and be able to use their knowledge to interpret those materials.

5.0 GRADE 10 SCOPE AND SEQUENCE CHART.

Paper 1 <i>Aspects of the history of Africa in the 19th and 20th centuries</i>	Paper 2 <i>Aspects of International Relations 1914- 1991</i>
<p>a) Themes in African history.</p> <p>Theme one</p> <p>Pre-colonial Africa</p> <p>-Slave trade :</p> <ul style="list-style-type: none"> • Causes and impact of slave trade. <p>-Missionaries :</p> <ul style="list-style-type: none"> • Groups LMS and PEMS • Motives of missionaries. • Activities of missionaries. • African reaction towards missionaries. • Impact of missionary activities. • Livingstone as a missionary. • Livingstone as an explorer. <p>Theme two</p> <p>The Era of imperialism</p> <p>-The Scramble for Africa :</p> <ul style="list-style-type: none"> • Causes of the scramble for Africa. • Reasons for the partition. <p>-Effectiveness of colonial policies:</p> <ul style="list-style-type: none"> • Assimilation (case study of the French rule in Senegal). 	<p>Theme one:</p> <p>The First World War</p> <p>The main aspects of the First World War</p> <p>-The Western Front:</p> <ul style="list-style-type: none"> • The Schlieffen Plan. • Reasons for the failure of the Schlieffen Plan. • The stalemate and the reasons why it lasted so Long. • The nature of the trench warfare and the experiences of the soldiers; the battle of Verdun, Somme and Marne. • The importance of the war at sea and in the air. <p>- The Eastern Front:</p> <ul style="list-style-type: none"> • The failure of the Gallipoli Campaign. <p>- The reasons for the Allied breakthrough in 1918 and the armistice</p>

- Direct rule (case study of the German rule in South West Africa).
- Indirect rule (case study of the British rule in Northern Nigeria).

Theme three

The achievement of majority rule in South Africa

-The election of Nationalist Party in 1948:

- Nationalist justification of apartheid
:legislation and impact

-The opposition to apartheid from within and outside S.A. :

- The ANC, and PAC, -The Defiance campaign,
- The Sharpeville massacre,
- The armed struggle,
- The Soweto uprising,-
- International and Regional Opposition(the role of frontline states, the economic and sporting embargoes)
- The role of individuals; - Mandela, Tambo, Sobukwe, Suzman, F.W.De Klerk, Steve Biko and B.C.M.

Theme four

South Africa after the achievement of majority rule

-Interim constitution

-The first Free Elections

- Constitutional Reforms; -democracy

<ul style="list-style-type: none">-participation-Bill of rights(Human rights),separation of powers, rule of law,- T.R.C.; i) purpose<ul style="list-style-type: none">ii) Effectiveness,- Socio-Economic policies of ANC government<ul style="list-style-type: none">i)Education,ii) B.E.E.iii) Housing (RDP)	
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GRADE 10 HISTORY SYLLABUS

OVERVIEW

Learning outcomes: at the end of grade 10 learners should be able to:

Pre-colonial Africa

1. Evaluate the impact of slave trade on African societies.
2. Assess the impact of the missionary's activities in pre-colonial Africa.

The Era of imperialism

3. Analyze the causes of scramble for Africa
4. Evaluate the effectiveness of colonial policies

The achievement of majority rule in South Africa

5. Analyze the nature of apartheid in South Africa
6. Evaluate methods used within and outside South Africa to fight apartheid.
7. Assess the roles played by individuals in the achievement of the majority rule in SA

South Africa after the achievement of majority rule

8. Analyze impact of constitutional reforms
9. Evaluate the effectiveness of socio-economic policies of SA policies

The First World War

10. Analyze the main aspects of the first world war

GRADE 10 HISTORY SYLLABUS

ACTIVITY PLAN

ASPECTS OF THE HISTORY OF AFRICA IN THE TWENTIETH CENTURIES.

Learning outcomes; at the end of grade 10 syllabus, learners should be able to:	Concepts, Skills, Values and attitudes.	Suggested learning experience.	What to access: the teacher should access learners' ability to:	Suggested resources and methods.
PRE-COLONIAL AFRICA				
1. assess the impact of slave trade on African societies	<p>Concepts: Slave trade Causes of slave trade Impact of slave trade on African societies</p> <p>Skills Information finding judgement</p> <p>Values and attitudes Empathy</p>	<ul style="list-style-type: none"> • Learners find information on the slave trade • Teacher and learners discuss the causes of slave trade • Learners discuss the impact of slave trade on African societies • Learners role play how people were sold during the slave trade • Learners debate on impact of slave trade on African societies • learners discuss their feelings about slaves and slave traders 	<ul style="list-style-type: none"> • describe the slave trade • explain the causes of slave trade • assess the impact of slave trade • state negative and positive impacts of slave trade on African societies 	<p>History book Internet World map Cell phones Posters</p> <p>Methods Discussion Group work debate</p>

			<ul style="list-style-type: none"> state their feelings about the slaves and slave traders 	
2. assess the impact of missionary's activities in pre-colonial African	<p>Concepts</p> <p>Missionary societies: LMS PEMS</p> <p>Motives of missionaries</p> <p>Activities of missionaries</p> <p>Impact of missionary activities on African societies</p> <p>African reaction to missionary activities</p> <p>Motives of Livingstone as a missionary and as an explorer</p>	<ul style="list-style-type: none"> Learners find information on missionary's societies which worked in Africa during Pre-colonial era Teacher and learners discuss missionary societies which worked in Pre-colonial Africa. Learners locate the places where LMS and PEMS worked in southern Africa Teacher and learners discuss the motives of missionaries Teacher and learners discuss the activities of LMS and PEMS Learners assess the impact of activities of missionaries on African societies Teacher and learners discuss the African 	<ul style="list-style-type: none"> describe different Missionary societies which worked during Pre-colonial era <p>locate places where LMS and PEMS worked in Southern Africa</p> <ul style="list-style-type: none"> explain motives of missionaries describe activities of missionaries in different places of Africa assess the impact of the missionary activities on African societies 	<p>History books News papers Charts Cell phones</p> <p>Methods Discussion</p>

	Skills Information finding Analysis Assessment Values and attitudes Tolerance Selflessness	reaction to the missionaries' activities from the given scenarios <ul style="list-style-type: none"> Teacher and learners discuss the aims of Livingstone's journeys into central Africa Teacher and learners discuss Livingstone's findings in his journeys Teacher and learners assess Livingstone's work as an explorer and a missionary 	<ul style="list-style-type: none"> explain African reaction to missionary's activities on given scenario outline the aims of Livingstone's journeys into central Africa state the Livingstone 's findings in his journeys assess Livingstone's work as an explorer and missionary 	
Learning Outcomes: at the end of grade 10, learners should be able to	Concepts, skills values and attitudes	Suggested learning experiences.	What to assess: the teacher should assess learners' ability to	Suggested resources and methods
ERA OF IMPERIALISM				
3.analyse the causes of scramble for Africa	Concepts: Scramble for Africa	<ul style="list-style-type: none"> Learners find information on the scramble for Africa Teacher and learners discuss the concept of Scramble for Africa 	describe scramble for Africa	History books Internet

	<p>Causes and results of scramble for Africa</p> <p>Partition of Africa</p> <p>Impact of partition of Africa</p> <p>African Reaction to the scramble for Africa</p> <p>skills</p> <p>information finding</p> <p>analysis</p> <p>values and attitudes</p> <p>tolerance</p> <p>patriotism</p> <p>empathy</p>	<ul style="list-style-type: none"> • Teacher and learners discuss the causes of scramble for Africa • Teacher and learners discuss the results of scramble for Africa • Teacher and learners discuss the reasons for the partition of Africa • Teacher and learners discuss the impact of partition of Africa • Learners share their feelings on the impacts of partition of Africa • Learners role-play the scramble for Africa • Learners debate the causes of the scramble for Africa • Teacher and learners discuss how Africans 	<p>analyze the causes of scramble for Africa</p> <p>describe the results of scramble for Africa</p> <p>explain the reasons for the partition of Africa</p> <p>assess the impact of partition of Africa</p> <p>state their feelings on the impacts of partition for Africa</p> <p>Identify the activities which show tolerance and lack of tolerance</p> <p>debate the causes of the scramble for Africa</p>	<p>Methods</p> <p>Discussion</p> <p>Group work</p> <p>Debate</p>
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		<p>reacted to the scramble for Africa</p> <ul style="list-style-type: none"> Learners identify activities which show tolerance and lack of tolerance on the given scenarios. 	<p>analyse the African reaction to the scramble for Africa</p>	
<p>4. assess the effectiveness of colonial policies</p>	<p>Concepts</p> <p>Colonial policies: Assimilation in Senegal Direct rule in South West of Africa Indirect rule in Northern Nigeria</p> <p>Skills</p> <p>Information finding Assessment Analysis</p> <p>Values and attitudes</p> <p>Self esteem Tolerance</p>	<ul style="list-style-type: none"> Learners find information on assimilation, direct rule and indirect rule. Teacher and learners discuss the implementation of colonial policies of assimilation, direct rule and indirect rule in Senegal, SWA and Northern Nigeria Learners compare and contrast different colonial policies Teacher and learners discuss the successes and failures of colonial masters in the 	<p>describe colonial policies</p> <p>explain the implementation of colonial policies in Senegal, SWA and Northern Nigeria</p> <p>compare and contrast the different colonial policies</p> <p>examine the successes and failures of colonial masters in implementing policies</p> <p>assess the effectiveness of each colonial policy</p> <p>assess the challenges of the colonized people</p>	<p>History books Internet Maps</p> <p>Methods</p> <p>Discussion Group work Debate</p>

		<p>implementation of policies</p> <ul style="list-style-type: none"> Learners discuss challenges faced by the colonized people and how their self-esteem was affected learners debate the effectiveness of colonial policies 	debate the effectiveness of colonial policies	
THE ACHIEVEMENTS OF MAJORITY RULE IN SOUTH AFRICA				
Learning Outcomes: at the end of grade 10 syllabus, learners should be able to:	Concepts , skills, Values and attitudes	Suggested learning experience.	What to assess: the teacher should assess learners' ability:	Suggested resources and methods
5. examine the nature of apartheid in South Africa	<p>Concepts</p> <p>Victory of the Nationalist party in 1948</p> <p>Apartheid: Nature of the apartheid legislation</p>	<ul style="list-style-type: none"> Learners find information on the 1948 elections teacher and learners discuss factors that led to the victory of NP in 1948 Teacher and learners discuss apartheid 	<p>describe the 1948 elections in SA</p> <p>explain factors which led to the victory of NP in 1948</p> <p>explain apartheid</p>	<p>History books</p> <p>Films</p> <p>Methods</p>

	<p>Justification of apartheid in South Africa</p> <p>Impact of apartheid on the lives of Africans</p> <p>Skills</p> <p>Information finding</p> <p>Analysis</p> <p>Values and attitudes</p> <p>Empathy</p> <p>patriotism</p>	<ul style="list-style-type: none"> • Teacher and learners categorize legislation into political, social and economic • Teacher and learners discuss the Nationalist reasons for the introduction of apartheid • Teacher and learners discuss the impact of apartheid on the lives of the Africans 	<p>analyze apartheid legislation</p> <p>argue for and against apartheid</p> <p>evaluate the impact of apartheid on the lives of Africans</p>	<p>Discussion</p> <p>Group work</p>
6.evaluate methods used both within and outside SA to fight apartheid	<p>Concepts</p> <p>Within SA;</p> <p>ANC and PAC activities</p> <p>Defiance campaign 1952</p> <p>Anti-pass campaign;</p> <p>Sharpeville massacre</p> <p>Armed struggle;</p>	<ul style="list-style-type: none"> • Learners find information on the methods used by ANC and PAC to fight apartheid • Teacher and learners discuss the Anti-apartheid activities used by ANC and PAC within and outside SA • Teacher and learners discuss the impact of the 	<p>state method used by ANC and PAC to fight apartheid</p> <p>describe the Anti-apartheid activities used by ANC and PAC within and outside SA</p> <p>assess the impact of Anti-apartheid activities within and outside SA</p>	<p>History books</p> <p>DVDs</p> <p>Posters</p> <p>Methods</p> <p>Discussion</p> <p>Research</p> <p>Debate</p>

	<p>Umkhonto we Sizwe Poqo Black consciousness movement Soweto uprising</p> <p>From outside UN sanctions Sporting embargoes OAU SADC Frontline states</p> <p>Skills Information finding Evaluation</p> <p>Values and attitudes Patriotism Empathy</p>	<p>Anti-apartheid activities within and outside SA</p> <ul style="list-style-type: none"> • Teacher and learners discuss the Defiance Campaign of 1952 and the armed struggle of ANC and PAC • Teacher and learners discuss the importance of Sharpeville Massacre, Steve Biko and the Black Consciousness Movement and the Soweto Uprising • Teacher and learners discuss the role of the Frontline states • Teacher and learners discuss the external pressures such as the economic and sporting embargoes • Learners debate on the impact of within and outside methods south Africa 	<p>describe the Defiance Campaign and the armed struggle of ANC and PAC</p> <p>explain the importance of Sharpeville massacre, Steve Biko and the Black Conscious Movement as well as the Soweto Uprising in the fight against apartheid</p> <p>explain the role of the Frontline states in a fight against apartheid</p> <p>examine the external pressures in fighting apartheid</p> <p>evaluate the effectiveness of both internal and external methods used to fight apartheid</p>	<p>Role-play</p>
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		<ul style="list-style-type: none"> Teacher and learners discuss the extent at which patriotism was displayed during apartheid in SA 	explain how patriotism was displayed during apartheid in SA	
7. assess roles played by individuals in the achievement of majority rule in SA	<p>Concepts</p> <p>Roles played by the individuals:</p> <p>Mandela</p> <p>Tambo</p> <p>Sobukwe</p> <p>Suzman</p> <p>De Klerk</p> <p>Skills</p> <p>Information finding</p> <p>Judgement</p> <p>Values and attitudes</p> <p>Patriotism</p>	<ul style="list-style-type: none"> Learners find information on the role played by different political activists in achievement of majority rule in SA teacher and learners discuss roles played by different political activists in achievement of majority rule in SA Learners role-play the contribution played by each political activist in SA for achievement of majority rule 	<p>describe activities organised by individuals like Mandela, Tambo, Sobukwe, Suzman and De Klerk during apartheid in SA</p> <p>explain roles played by different political activists in achievement of majority rule in SA</p> <p>assess the impact of different political activists in the achievement of majority rule</p>	<p>History books</p> <p>Pamphlets</p> <p>internet</p> <p>Methods</p> <p>Field trips</p> <p>Group work</p> <p>Role-play</p>
8. assess the impact of constitutional reforms in South Africa	<p>Concepts</p> <p>Interim constitution</p> <p>First free elections</p> <p>Constitution of 1995</p>	<ul style="list-style-type: none"> Learners revise the apartheid legislation Learners find information on the role of CODESA in the development of interim constitution of 1990-93 	<p>explain CODESA</p> <p>explain the role of CODESA in the development of the interim constitution of 1990-93</p>	<p>History books</p> <p>Internet</p> <p>Pamphlets</p>

	<p>Truth and Reconciliation commission</p> <p>Skills</p> <p>Information finding</p> <p>Analysis</p> <p>Values and attitudes</p> <p>Tolerance</p>	<ul style="list-style-type: none"> • Teacher and learners discuss the nature of 1990 interim constitution • teacher and learners discuss the 1994 elections • teacher and discuss the nature of the constitution of 1995-97 • Learners discuss the impact brought by the 1995-97 constitution • teacher and learners discuss the purpose and effectiveness of TRC • Learners discuss the signs of tolerance in the achievement of majority rule 	<p>explain the nature of interim constitution 1990-93</p> <p>describe the first free elections in SA</p> <p>explain the nature of the 1995-97 constitution</p> <p>assess the impact of 1995-97 constitution</p> <p>assess the effectiveness of TRC</p> <p>describe signs of tolerance in the achievement</p>	<p>Methods</p> <p>Debate</p> <p>Group work</p> <p>Role-play</p> <p>Discussion</p>
Learning Outcomes: at the end of grade 10 syllabus, learners should be able to	Concepts , Skills, Values and attitudes	Suggested Learning experience	What to assess: the teacher should assess learners' ability to:	Suggested resources and methods
9. evaluate the effectiveness of the socio-	Concepts Socio-economic policies of SA:	<ul style="list-style-type: none"> • Learners find information on the socio-economic policies of SA 		<p>History books</p> <p>Internet</p> <p>Pamphlets</p>

economic policies of SA government	Black Economic Empowerment BEE Education Housing Skills Information finding Assessment Values and attitudes Appreciation Empathy	<ul style="list-style-type: none"> • Teacher and learners discuss the socio-economic policies of SA • Teacher and learners discuss the effectiveness of socio-economic policies of SA • Teacher and learners discuss policies which they think could improve the present Basotho nation • learners debate the effectiveness of socio-economic policies of SA 	describe the socio-economic policies of SA evaluate the effectiveness of socio-economic policies of SA describe policies which could be used to improve the present Basotho nation debate on the effectiveness of socio-economic policies of SA	Methods Discussion Debate Role-play
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THE FIRST WORLD WAR				
Learning Outcomes: at the end of grade 10 syllabus, learners should be able to	Concepts , Skills, Values and attitudes	Suggested Learning experience	What to assess: the teacher should assess learners' ability to:	Suggested resources and methods
10. analyse the main aspects of the first world war	Concepts First World War	<ul style="list-style-type: none"> • Learners find information on the main events of first 	describe the main events of the in the first	Cell phones History books

	<p>Western front: Schlieffen plan Stalemate Trench warfare Battles: Marne Verdun Somme</p> <p>War in the air War at the sea</p> <p>Eastern front: Gallipoli campaign</p> <p>Reasons for the Allied breakthrough</p> <p>Armistice</p> <p>Skills Information finding Interpretation Assessment</p>	<p>world war in the western front</p> <ul style="list-style-type: none"> • Teacher and learners discuss the main events of the first world war in the western front • Teacher and learners discuss the main events of the first world war in the eastern front • Teacher and learners discuss the reasons for the Allied breakthrough • Learners role-play the signing of the armistice 	<p>world war western front</p> <p>explain reasons for the failure of the Schlieffen plan</p> <p>describe the main events of the first world war in the eastern front</p> <p>explain reasons for the failure of the Gallipoli Campaign</p> <p>explain reasons for the Allied breakthrough</p> <p>explain the terms of the armistice</p>	<p>Methods Group work Discussion Question and answer</p>
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	<p>Values and attitudes</p> <p>Patriotism</p> <p>Courage</p> <p>Empathy</p>	<ul style="list-style-type: none"> • Teacher and learners explore several sources on the main aspects of the first world war • Teacher and learners discuss the importance of battles and wars at the sea and in the air • Teacher and learners discuss the experiences of the soldiers in the main aspects of the first world war 	<p>Interpret sources on the main aspects of first world war</p> <p>explain the importance of wars and battles at sea and in the air</p> <p>describe the experiences of the soldiers in the main aspects of the first world war</p> <p>Infer from the sources</p>	
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GRADE 10 PROPOSED SCHEME OF WORK.

First Quarter						
THEME	LEARNING OUTCOMES	CONTENT	SKILLS VALUES AND ATTITUDES	ASSESSMENT STRATEGY	ASSESSMENT TOOLS	MARKS AND WEIGHTING
1.PRE-COLONIAL AFRICA	LO 1. At the end of grade 10, learners should be able to evaluate the impact of slave trade on African societies	-Slave trade -Causes of slave trade -Impact of slave trade on African societies	SKILLS Information finding Judgement VALUES AND ATTITUDES Empathy Tolerance Selflessness	Written test	Short essays Historical essays	30 MARKS

		Missionary society: LMS PEMS -Motives of missionaries -Activities of missionaries -Impact of missionaries on African societies -African reaction on missionary activities -motives of Livingstone as a missionary and as an explorer				
SECOND QUARTER						
THEME	LEARNING OUTCOMES	CONTENT	SKILLS VALUES AND ATTITUDES	ASSESSMENT STRATEGY	ASSESSMENT TOOL	MARKS AND WEIGHTING

<p>2. ERA OF IMPERIALISM</p>	<p>LO 3. At the end of grade 10 learners should be able to analyze the causes of scramble for Africa</p> <p>LO 4. At the end of grade 10 learners should be able to evaluate the effectiveness of colonial policies.</p>	<p>-Scramble for Africa</p> <p>-Causes and results of scramble for Africa</p> <p>-Partition of Africa</p>	<p>SKILLS</p> <p>Information finding</p> <p>Analysis</p> <p>Assessment</p> <p>VALUES AND ATTITUDES</p> <p>Tolerance</p> <p>Self-esteem</p>	<p>Written test</p>	<p>Short essays</p> <p>Historical sources</p>	<p>60 marks</p>
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THIRD QUARTER						
THEME	LEARNING OUTCOMES	CONTENT	SKILLS VALUES AND ATTITUDES	ASSESSMENT STRATEGY	ASSESSMENT TOOLS	MARKS AND WEIGHTING
3.ACHIEVEMENT OF MAJORITY RULE IN SA	LO 5. At the end of grade 10 learners should be able to analyse the nature of apartheid on SA.	-Victory of the Nationalist party in 1948 -Apartheid; Nature of apartheid -Justification of apartheid in south Africa -Impact of apartheid on lives of Africans Within SA:	SKILLS Information finding Judgement Evaluation Analysis	Written test	Short essays Historical sources	60 marks

	<p>LO 6. At the end of grade 10, learners should be able to evaluate methods used both used both within and outside SA to fight apartheid.</p>	<ul style="list-style-type: none"> -ANC and PAC activities -Defiance campaign 1952 -Anti-pass campaign; -Sharpeville massacre Armed struggle: -Umkhonto we sizwe -Poqo -Black consciousness movement -Soweto uprising Outside south Africa: -Sporting embargos -OAU -SADC -Frontline states 	<p>VALUES AND ATTITUDES</p> <p>Patriotism</p> <p>Empathy</p>			
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	LO 7. At the end of grade 10 learners should be able to assess the role played by individuals in the achievement of majority rule in SA.	Roles played by the individuals: Mandela Tambo Sobukwe Suzman De Klerk				
FOURTH QUARTER						
THEME	LEARNING OUTCOMES	CONTENT	SKILLS VALUES AND ATTITUDES	ASSESSMENT STRATEGY	ASSESSMENT TOOLS	MARKS AND WEIGHTING
4.SOUTH AFRICA AFTER THE ACHIEVEMENT OF MAJORITY RULE	LO 8. At the end of grade 10, learners should be able to analyse impact of constitutional reforms in South Africa.	-Interim constitution -First free elections -Constitution of 1995 -Truth and reconciliation commission	SKILLS Information finding Analysis	Written test	Short essay Historical sources	60 Marks

<p>5.THE FIRST WORLD WAR</p>	<p>LO 9. At the end of grade 10, learners should be able to evaluate the effectiveness of the socio-economic policies of SA government.</p> <p>LO 10. At the end of grade 10, learners should be able to analyse the main aspects of the First World War.</p>	<p>Socio-economic policies:</p> <ul style="list-style-type: none"> -Black economic empowerment-BEE -Education -Housing <p>First world war</p> <p>Western front;</p> <ul style="list-style-type: none"> -Schlieffen plan -Stalemate -Trench warfare <p>Battles ;</p> <ul style="list-style-type: none"> -Marne -Verdun -Somme -War in the air -War in the sea <p>Eastern front:</p>	<p>Assessment</p> <p>Interpretation</p> <p>VALUES AND ATTITUDES</p> <p>Tolerance</p> <p>Appreciation</p> <p>Patriotism</p> <p>Courage</p>			
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		<ul style="list-style-type: none">-Gallipoli campaign-Reasons for the allied breakthrough				
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ASSESSMENT

What is classroom assessment?

In this syllabus we focus mainly on the classroom assessment and align ourselves with (Wiggins, 1998, p.7) where he says the aim of assessment is primarily to educate and improve student's performance, not merely to audit it. We therefore take assessment as a method which a teacher uses to gather information about the learner's learning so as to improve it.

We see classroom assessment as having **four main purposes**, those being;

- ✓ Diagnostic – to discover how much the learner knows
- ✓ Formative purpose for the teacher- to find the learners' knowledge on some key topics to inform instructional plans
- ✓ Formative for the learner – for the learners to develop a skill of reflecting critically on their own work (self-assess)
- ✓ Summative- to judge or evaluate the learners' performance

Grade 10 alignment of the syllabus and assessment objectives with teaching and learning.

LEARNING OUTCOMES	ASSESSMENT OBJECTIVES	ASSESSMENT STRATEGY	ASSESSMENT TASKS	COMPETENCE
1. At the end of grade 10, learners should be able to evaluate the impact of slave trade on African societies.	AO 1 AO2	-Oral -Written -information finding -Role play -Debate	-Short questions -short paragraphs -presentations -debate the impact -gap filling	-effective and functional communication -critical thinking -problem solving -collaboration and cooperation
2. At the end of grade 10, learners should be able to assess the impact of missionary's activities in pre-colonial Africa.	AO 1 AO 2	-oral -written -SIMULATION -	-Short questions -short paragraphs -simulate roles of missionaries -presentations -gap filling	-effective and functional communication -critical thinking -problem solving -collaboration and cooperation
3. At the end of grade 10, learners should be able to analyse the causes of scramble for Africa.	AO 1 AO 2	-knowledge probing -focused listing -oral -Written -information finding	-short questions -short paragraphs -presentations -probing -word web -gap filling	-effective and functional communication -problem solving -critical thinking
4. At the end of grade 10, learners should be able to evaluate the	AO 1 AO 2	-case study -debate	-short questions -short paragraphs	-effective and functional communication -collaboration and cooperation

effectiveness of colonial policies.		-student generated test	-presentation -debate the effectiveness of the colonial policies	-critical thinking -problem solving
5. At the end of grade 10, learners should be able to analyse the nature of apartheid in South Africa.	AO 1 AO 2	-Case study -analytic memos -information finding -debate	- short questions -short paragraphs -discussion Gap fillings -presentations -debate the nature of apartheid	- effective and functional communication -collaboration and cooperation -critical thinking -problem solving
6. At the end of grade 10, learners should be able to evaluate methods used both within and outside SA to fight apartheid.	AO 1 AO 2	-oral -written -information finding -class modelling -debate	-short questions -short paragraphs -debate the effectiveness of methods used to fight apartheid -modelling methods used to fight apartheid	effective and functional communication -collaboration and cooperation -critical thinking -problem solving
7. At the end of grade 10, learners should be able to assess the role played by individuals in the achievement of majority rule in SA.	AO 1 AO 2	-oral -written -Outobiographical Sketches -Memory matrix -	-short questions -short paragraphs -sketching pics of individuals who participated in the achievement of majority rule in SA. -gap filling	-effective and functional communication -collaboration and cooperation -critical thinking -problem solving

<p>8. At the end of grade 10, learners should be able to analyse impact of constitutional reforms in South Africa.</p>	<p>AO 1 AO 2</p>	<p>-oral -written -classroom opinion polls -focused listing</p>	<p>-short question -short paragraph -word web -presentations -gap filling -debate impact of constitutional reforms</p>	<p>-effective and functional communication -collaboration and cooperation -critical thinking -problem solving</p>
<p>9. At the end of grade 10, learners should be able to evaluate the effectiveness of the socio-economic policies of SA government.</p>	<p>AO 1 AO 2</p>	<p>-oral -written -pro and con grid -classroom opinion polls</p>	<p>-short question -short paragraph -word web -presentations -filling in gaps/flash cards</p>	<p>-effective and functional communication -collaboration and cooperation -critical thinking -problem solving</p>
<p>10. At the end of grade 10, learners should be able to analyse the main aspects of the FIRST WORLD WAR.</p>	<p>AO 1 AO 2 AO 3</p>	<p>-oral -written -pro and con grid -information finding -categorising grid -Think aloud</p>	<p>-short question -short paragraph -word web -presentations -filling in gaps/flash cards -making connections -inference</p>	<p>-effective and functional communication -collaboration and cooperation -critical thinking -problem solving</p>

GRADE 10: Questions for practice

LEARNING OUTCOMES	QUESTIONS
<p>LO 1. At the end of grade 10, learners should be able to evaluate the impact of Slave trade on African societies</p>	<p>*Short essay</p> <ul style="list-style-type: none"> • Describe the causes of slave trade AO1 • Explain the impact of slave trade on African societies AO2 • To what extent was slave trade responsible for underdevelopment of Africa AO2
<p>LO 2. At the end of grade 10, learners should be able to assess the impact of the missionary activities in pre-colonial Africa</p>	<p>*Short essays</p> <ul style="list-style-type: none"> • Describe the activities of missionaries AO1 • Explain the impact of the missionary activities on African societies AO2 • Livingstone was successful as a missionary than as an explorer AO2
<p>LO 3. At the end of grade 10, learners should be able to analyse the causes of scramble for Africa</p>	<p>*Short essays</p> <ul style="list-style-type: none"> • Describe scramble for Africa AO1 • Explain reasons for the partition of Africa AO2 • Scramble for was mainly caused by economic interest than political interest AO2
<p>LO 4. At the end of grade 10, learners should be able to evaluate the effectiveness of colonial policies</p>	<p>*Short essays</p> <ul style="list-style-type: none"> • Describe assimilation or direct rule or indirect rule AO 1 • Explain how effective was German direct rule in South West Africa AO2 • How far was assimilation successful in Senegal? Explain your answer AO2

<p>LO 5. At the end of grade 10, learners should be able to analyse the nature of apartheid in South Africa</p>	<p>*Short essay</p> <ul style="list-style-type: none"> • Describe apartheid legislature of 1948 AO1 • Explain why Nationalist Party won election of 1948 AO2 • Apartheid impacted negatively on the lives of Africans. Justify your answer AO2
<p>LO 6. At the end of grade 10, learners should be able to evaluate methods used both within and outside SA to fight apartheid</p>	<p>*Short essays</p> <ul style="list-style-type: none"> • Describe defiance campaign or Sharpeville massacre or Soweto uprising or BCM AO1 • Compare and contrast ANC and PAC methods used to fight apartheid AO2 • Internal factors were effective in the fight against apartheid than external factors. How far do you agree with this statement? Explain your answer AO2
<p>LO 7. At the end of grade 10, learners should be able to assess the role played by individuals in the achievement of majority rule.</p>	<p>*Short essay</p> <ul style="list-style-type: none"> • Describe the role played by Mandela or Suzman or Sobukwe or Tambo or De Klerk AO1 • Compare and contrast the role played by Mandela and Sobukwe in the achievement of majority rule AO2 • Evaluate the role played by De Klerk in the achievement of majority rule AO2
<p>LO 8. At the end of grade 10, learners should be able to analyse impact of constitutional reforms in SA</p>	<p>*Short essay</p> <ul style="list-style-type: none"> • Describe the TRC AO1 • Describe the constitutional reforms of 1995 AO1 • Explain why TRC was formed AO2

	<ul style="list-style-type: none"> • Interim constitution played a major role in preparing for 1994 elections AO2
<p>LO 9. At the end of grade 10, learners should be able to evaluate the effectiveness of socio-economic policies of SA government</p>	<p>*Short essay</p> <ul style="list-style-type: none"> • Describe the social policies of SA government AO1 • Explain the aims of socio-economic policies of SA government AO2 • To what extent were the socio-economic policies of SA government effective? AO2
<p>LO 10. At the end of grade 10, learners should be able to analyse the main aspects of the first world war</p>	<p>*Short essay</p> <ul style="list-style-type: none"> • Describe Schlieffen plan or stalemate AO1 • Explain why Gallipoli campaign failed AO2 • How important was US entry to the World war? Justify your answer • Sources :- Caption-infer -Cartoon- interpret AO3

COMMAND WORDS FOR ASSESSMENT OBJECTIVES

Teachers should note that these are just a few to guide them there are still many more which they can use. When they ask question they should try to expose their learners to as different instructional verbs as possible.

AO1 RECALLING INFORMATION	AO2 DEMONSTRATING UNDERSTANDING	AO3 INFERRING AND INTERPRETING
Describe State Name Identify List Define Select Outline Fill-in arrange, classify categorise duplicate, label memorize, order, recognize, recall, reproduce,	Explain Compare and contrast Analyse Assess Judge Argue Justify classify discuss explain express predict, associate, distinguish, estimate, differentiate, extend, translate, review,	Interpret Infer Evaluate Compare Comprehend Support apply, demonstrate, dramatize, employ, illustrate,, operate, practice, schedule, sketch, solve, use, calculate, complete examine, modify,

tell, show, label, collect, tabulate, quote group	restate, locate, report	relate, change experiment discover appraise, criticize, discriminate, distinguish question, test, separate, connect, divide,
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GLOSSARY FOR ASSESSMENT STRATEGIES

ASSESSMENT STRATEGY	DESCRIPTION	ASSESSMENT TASKS
1. Classroom opinion polls	Students are asked to raise their hands to indicate agreement or disagreement with a particular statement	
2. Focused auto-biography sketches	Students are directed to write a one or two page auto-biographical sketches focused on a single successful learning experience in their past	Essay writing and drawing
3. Memory matrix	Simple rectangle with rows and columns used to organize information and illustrate information	Fill-in-gaps
4. Focused listing	Focuses students attention on a simple important term, name, concepts, listing ideas that are closely related to that focused point to determine what learners recall as the most points related to a particular topic	
5. Think aloud	Asks students to say out loud what they are thinking about when reading texts or extracts. This is used to model comprehension processes such as interpretation, making inferences ,predicting, connecting and visualizing	Interpretation Inferences Writing

6. Think pair share	Students are placed in pair to discuss their responses .when the instructor asks the question, students write down their answers then the teacher moves around the classroom and listens to various discussions	Short questions
7. Time line	Students are asked to organize events in chronological order	Ordering
8. Board game	A competitive games between groups of students in a classrooms played on a table top with labelled pieces which are moved according to set of rules. These games are intended to demonstrate understanding of a concept or an issue.	Interpretation Strategizing Play games
9. Simulation	Students experience the reality of the scenario and gather meaning from it	Interpretation imitation Role-play Game play Metaphor
10. Pro and con grid	Learners list pros and cons of an issue to provide information on the depth and breadth of student ability to analyze and on their capacity for objectivity	
11. Misconception checks	Technique used for gathering information on prior knowledge or beliefs that may hinder learning	

12. Analytic memos	Students are required to write one or two page long essay of a specific problem or issue	Essay writing
13. Classroom modelling		
14. Portfolio	Purposeful collection of significant work, carefully selected, dated and presented to tell story of students achievements such as reading, writing essays, etc. and usually shows growing skills and abilities	Collection of data Ordering Writing
15. Self-reflection		
16. Peer review/ins	Check understanding, one student tries to teach student what they have learned	Fill in gaps Fill in tables
17. Knowledge probing	Short and simple questionnaires prepared by instructors for use in the beginning of a lesson. It is used to help teachers to determine the most effective starting point for a given lessons and the most appropriate level at which to begin new instruction	
18. Student-generated test	Students are asked to develop questions from the materials they have been learned	Short questions
19. slights or posters		

20. cartooning	Drawings that reveal learners' understanding of concept. Students may be asked to derive a meaning from them or to draw picture to visualize a concept or an issue	Inference Cartooning Drawing interpretation
21. four corners	Teacher poses a question or make a statement student move to the appropriate corner of the classroom to indicate their response to the prompt. for example: strongly agree, strongly disagree, somewhat disagree and not sure	Discussion Debate
22. Journal reflection	Students write their reflection on a lesson such what they learned, what caused them difficulty, strategies they found helpful	Writing
23. Peer instruction	Students are asked to try to teach another students what they have learned or understood	Presentation
24. exit card /ticket	Small pieces of papers or index cards that students deposit when they leave the classroom. They are required to jot down main idea behind the lesson taught or the question asked and provide more details about the topic	Writing short paragraphs

GRADE II SYLLABUS

GRADE 11 HISTORY SCOPE AND SEQUENCE CHART

Paper 2

Aspects of International Relations 1914- 1991

Theme two:

The Treaty of Versailles

- the peace negotiations at Versailles:

- Aims of Clemenceau, Lloyd George and Woodrow Wilson.

-the treaty of Versailles:

- The aims of the treaty of Versailles.
- The terms of the treaty.
- The extent to which the terms were achieved.
- Reaction to treaty from Britain, France, Germany and USA.
- The impact of the treaty on Germany until 1924.
- Can the treaty of Versailles be considered as fair?

Theme three

The League of Nations:

- The structure of the League of Nations.
- Membership, Aims, Strengths and weaknesses.
- Reasons for the successes of the League in the 1920s.
- Reasons for the League's failures in the 1929s
- The League in Manchuria and Abyssinia in the 1930s.
- The reasons for the failure of the League in the 1930s.

Theme four

The Road to The Second World War

-Motives of Hitler and Mussolini's aggressive policies in the 1930s.

- Rearmament.
- Rhineland reoccupation.
- The Munich agreement.
- The Anschluss.
- Invasion of Czechoslovakia.
- The Nazi Soviet Pact.
- Poland invasion.
- The reason why war broke in 1939.

Theme Five

The United Nations

- The structure of United Nations.
- Membership, Aims, Strengths, Weaknesses, Successes and failures.
- Reasons for the successes and failures of United Nations.

Theme six

-The causes and early stages of cold war.

- Worsening relations between Russia and USA.
- Yalta conference
- Potsdam conference
- The development of Cold War 1945-1955
- The Soviet take over
- The Iron curtain
- USA containment; Truman doctrine and Marshall aid.
- The USSR response; Berlin blockade, Airlift supply, Berlin wall.

Theme seven

Cold War Outside Europe

Cuba

- Cuban revolution and the events of 1959 and 1969
- The Bay of Pigs.
- The causes of Cuban missile crises.
- The resolution of Cuban missile crises.
- The consequences of the crises.

Vietnam

- The causes of the Vietnam War.
- The reasons for USA involvement in Vietnam
- The main aspects of the War.
- The effectiveness of the tactics used by both sides.
- The reasons for the withdrawal of USA from Vietnam.

Theme Eight

-The collapse of communism in Eastern Europe and the ending of Cold War.

- USSR; Khrushchev's leadership.
- The thaw of Cold War

-Uprising case studies.

- Hungarian uprising 1956
- The Czechoslovakia crisis 1967- 1968
- The rise of solidarity in Poland 1980

-Gorbachev Policies.

- Perestroika
- Glasnost

-Abandoning Brezhnev doctrine.

-The impact of the reforms on the Eastern Europe.

-The collapse of communism in Eastern Europe in 1989.

The end of the USSR in 1991.

-Why the Soviet control of Eastern Europe collapse so quickly?

GRADE 11 HISTORY SYLLABUS

OVERVIEW

Learning outcomes: at the end of grade 10, learners should be able to:

1. evaluate the impact of the Treaty of Versailles.
2. demonstrate the appreciation of the work of the League of Nations.
3. analyse the reasons for the outbreak of second world war.
4. demonstrate the appreciation of the work of United Nations Organisations UNO.
5. analyse the development of cold war in Europe.
6. analyse the events of Cold War outside Europe.
7. evaluate the events leading to the collapse of communism in Eastern Europe and ending of cold war.

GRADE 11 HISTORY SYLLABUS

ACTIVITY PLAN

Learning Outcomes: at the end of grade 11 syllabus, learners should be able to	Concepts skills values and attitudes	Suggested learning experience	What to assess: teacher should assess learners' ability to:	Suggested resources and methods
TREATY OF VERSAILLES				
1. evaluate the impact of the treaty of Versailles	<p>Concepts</p> <p>Treaty of Versailles:</p> <p>Peace negotiations at Versailles</p> <p>Aims of the big three:</p> <p>Clemenceau</p> <p>Lloyd George</p> <p>Wilson</p> <p>Terms of the treaty of Versailles</p>	<ul style="list-style-type: none"> • Learners find information on Paris peace conference • Teacher and learners discuss the aims of the Big Three at the conference • Teacher and learners discuss the Treaty of Versailles • Teacher and learners discuss the reaction of Britain, France, USA, and Germany on the Treaty of Versailles • Teacher and learners explore different sources on the Treaty of Versailles 	<p>describe the Paris peace conference</p> <p>explain the aims of the big three at the conference</p> <p>examine the terms of the treaty of Versailles</p> <p>assess the reaction of Britain, France, USA and Germany on the treaty of Versailles</p> <p>interpret the sources on the treaty of Versailles</p>	<p>History books</p> <p>Cell phones</p> <p>Pamphlets</p> <p>Methods</p> <p>Group work</p> <p>Discussion</p>

	<p>Reaction to the treaty by Britain, France, Germany and USA on the treaty of Versailles</p> <p>Impact of the treaty of Versailles on Germany until 1924</p> <p>Skills Information finding Inference Judgement debate</p> <p>Values and attitudes Patriotism Empathy</p>	<ul style="list-style-type: none"> • Learners debate the reaction of Britain, France, USA and Germany • Teacher and learners discuss the impact of the treaty of Versailles on Germany until 1924 	<p>debate on the reaction of Britain, France, USA and Germany on the Treaty of Versailles</p> <p>evaluate the impact of the Treaty of Versailles</p>	
<p>Learning Outcomes: at the end of grade 11 syllabus, learners should be able to:</p>	<p>Concepts Skills Values and attitudes</p>	<p>Suggested learning experiences</p>	<p>What to assess: the teacher should assess learners' ability to</p>	<p>Suggested resources and methods</p>
<p>THE LEAGUE OF NATIONS</p>				

<p>2. demonstrate appreciation of the work of the League of Nations</p>	<p>Concepts</p> <p>The league of nations.</p> <p>Origins of the league of nations</p> <p>aims of the league of nations</p> <p>Structure of the league of nations</p> <p>strengths and weaknesses of the league of the nations</p> <p>reasons for the successes of the league of nations in the 1920s</p> <p>reasons for the failures of the league of nations:</p> <p>the league in Manchuria and Abyssinia</p>	<ul style="list-style-type: none"> • Learners find information on the league of nations • Teacher and learners discuss the origins and aims of the league of nations • Teacher and learners discuss the structure of the League of nation • Teacher and learner discuss the strengths and weakness of the League of nations • Teacher and learners discuss reasons for the successes of the League in the 1920s • Teacher and learners discuss the reasons for the failures of the league of nations in Manchuria and Abyssinia • Teacher and learners explore different sources on the League of nations 	<p>describe the League of nations</p> <p>explain the origins of the league of nations</p> <p>examine the aims of the league of nations</p> <p>examine the structure of the league of nations</p> <p>assess the strengths and the weaknesses of the league of nations</p> <p>evaluate the reasons for the successes and weaknesses of the league of nations</p> <p>explain the reasons for the failure of the League in Manchuria and Abyssinia</p>	<p>History books</p> <p>Cellphones</p> <p>Internet</p> <p>Methods</p> <p>Discovery</p>
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	<p>Skills Information finding interpretation</p> <p>Value and attitudes Appreciation</p>	<ul style="list-style-type: none"> Learners infer from the sources on the league of nations 	<p>interpret the sources on the league of nations</p> <p>infer from given sources</p>	
<p>Learning Outcomes: at the end of the grade 11 syllabus learners should be able to</p>	<p>Concepts</p> <p>Skills</p> <p>Values and attitudes</p>	<p>Suggested learning experience</p>	<p>What to assess: the teacher should assess learners' ability to</p>	<p>Suggested resources and methods</p>
ROAD TO THE SECOND WORLD WAR				
<p>3. analyze reasons for the outbreak of the second world war</p>	<p>Concepts Germany and Italy aggressive policies in the 1930s: Rearmament Reoccupation of Rhineland</p>	<ul style="list-style-type: none"> Learners find information on aggressive policies of Germany and Italy in the 1930s Teacher and learners discuss aggressive policies of Germany and Italy in the 1930s 	<p>explain aggressive policies of Germany and Italy</p>	<p>History books Internet Pamphlets Cartoons</p>

	<p>Anschluss</p> <p>Invasion of Czechoslovakia</p> <p>Nazi soviet pact</p> <p>Invasion of Poland</p> <p>Motives behind aggressive policies: Germany Italy</p> <p>Reaction of Britain and France: appeasement Munich agreement</p> <p>Reasons for the outbreak of war in 1939</p> <p>Skills</p>	<ul style="list-style-type: none"> • Teacher and learners discuss the motives behind aggressive policies of Germany and Italy • Teacher and learners discuss British and French reaction towards Germany and Italy's aggressive policies • Teacher and learners discuss the policy of Appeasement • Teacher and learners discuss the Munich Agreement • Teacher and learners discuss the Nazi-Soviet pact • Teacher and learners explore different sources on the outbreak of war in 1939 • Learners infer from the given sources on the outbreak of war in 1939 • Teacher and learners discuss reasons for the outbreak of war in 1939 	<p>analyse the motives behind Germany and Italy's aggressive policies</p> <p>explain the British and French reaction on Germany and Italy's aggressive policies</p> <p>describe the policy of Appeasement</p> <p>describe the Munich Agreement</p> <p>describe the Nazi-Soviet Pact</p> <p>interpret different sources on the outbreak of the war in 1939</p>	<p>Methods</p> <p>Group work</p> <p>Discussion</p>
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	Information finding analysis Values and attitudes Patriotism Awareness Empathy		infer from the given sources on the outbreak of the war in 1939 analyse reasons for the outbreak of war in 1939	
Learning Outcomes: at the end of grade 11 syllabus learners should be able to	Concepts Skills Values and attitudes	Suggested learning experience	What to assess: the teacher should assess learners' ability to	Suggested resources and methods
UNITED NATIONS ORGANISATION (UNO)				
4. demonstrate appreciation of the work of United Nations Organisation (UNO)	Concepts United Nations Organisation Origins of UNO Aims Structure membership Successes and failures	<ul style="list-style-type: none"> Learners find information on the United Nations Organisation Teacher and learners discuss the origins and aims of the UNO Teacher and learners discuss the structure and membership of the UNO Teacher and learners discuss the successes and failures of the UNO 	describe the UNO explain the origins and aims of UNO describe the structure and membership of the UNO	History books Internet Pamphlets Cartoons Methods Group work

	<p>Strengths and weaknesses</p> <p>Skills Information finding Inference</p> <p>Values and attitudes Appreciation</p>	<ul style="list-style-type: none"> • Teacher and learners discuss strengths and weaknesses of UNO • Teacher and learners explore different sources on the UNO • Learners infer from the sources on the UNO 	<p>examine the successes and failures of the UNO</p> <p>explain the reasons for the successes of the UNO</p> <p>explain the reasons for failures of UNO</p> <p>explain strengths and weaknesses of UNO</p> <p>interpret different sources on the UNO</p> <p>infer from different sources on the UNO</p>	Discussion
Learning Outcomes: at the end of grade11 syllabus, learners should be able to	Concepts Skills Values and attitudes	Suggested learning experience	What to assess: the teacher should assess learners' ability to	Suggested resources and methods
THE CAUSES AND EARLY STAGES OF THE COLD WAR				
5. explain developments of	Concepts	<ul style="list-style-type: none"> • Learners find information on the worsening relations between Russia and the west 	describe the worsening relations between Russia and the west	History books Pamphlets Internet

<p>Cold War in Europe.</p>	<p>Worsening relations between Russia and the West</p> <p>Yalta</p> <p>Potsdam</p> <p>The development of the cold war:</p> <p>Soviet takeover of the eastern Europe</p> <p>Iron curtain</p> <p>American containment- Truman Doctrine and Marshal Plan</p> <p>The soviet response:</p> <p>Berlin blockade</p> <p>The air lift</p> <p>Berlin wall</p> <p>Skills</p> <p>Information finding</p> <p>Inference</p>	<ul style="list-style-type: none"> • Teacher and learners discuss the worsening relations between Russia and the west • Teacher and learners discuss the Yalta and Potsdam Conferences • Teacher and learners discuss the developments of cold war from 1945-1955 • Teacher and learners discuss the Soviet take-over in Eastern Europe and the Iron Curtain • Teacher and learners discuss the American Containment –Truman Doctrine and Marshall Plan • Teacher and learners discuss the Soviet response-the building of the Berlin Wall and the Berlin Blockade and the resulting airlift • Learners debate on who is to blame for the Cold War 	<p>explain the worsening relations between Russia and the west</p> <p>describe the Yalta and Potsdam Conferences</p> <p>explain developments of cold war in Europe from 1945-1955</p> <p>describe the Soviet take-over in Eastern Europe and the Iron Curtain</p> <p>explain American Containment-Truman Doctrine and the Marshall Plan</p> <p>explain the Soviet response-the building of the Berlin Wall and the Berlin Blockade and the resulting airlift</p>	<p>Cartoons</p> <p>Methods</p> <p>Group work</p> <p>Discussion</p>
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	Values and attitudes Patriotism Empathy	<ul style="list-style-type: none"> Teacher and learners explore different sources on the developments of Cold War 	Debate on who is to blame for the Cold War Learners interpret sources on the developments of Cold War	
Learning Outcomes: at the end of grade 11 syllabus, learners should be able to	Concepts Skills Values and attitudes	Suggested learning experience	What to assess: the teacher should assess learners' ability to	Suggested resources and methods
COLD WAR OUTSIDE EUROPE				
6. analyze events of cold war outside Europe	Concepts Cuban revolution and events of 1959-1961: Bay of pigs Missile Crisis : Causes Resolutions Consequences	<ul style="list-style-type: none"> Learners find information on Cuban Revolution Teacher and learners discuss causes and results of the Cuban Revolution and the Bay of Pigs Teacher and learners discuss the causes, resolutions and consequences of the Missile Crisis 	describe the Cuban Revolution examine the causes and results of the Cuban crisis and the reasons for the failure of the Bay of pigs analyze the causes, resolutions and	History books Pamphlets Internet Methods

	<p>Who gained most from the Crisis- USA or the USSR?</p> <p>Main aspects of Vietnam war:</p> <p>Reasons for the US involvement in Vietnam</p> <p>Tactics of both the US and Vietnam</p> <p>Reasons for US withdrawal from Vietnam</p> <p>Skills</p> <p>Information finding</p> <p>Judgement</p> <p>Values and attitudes</p> <p>Patriotism</p>	<ul style="list-style-type: none"> • Teacher and learners discuss the Vietnam War and reasons for the US involvement • Teacher and learners discuss main aspects of Vietnam War and the effectiveness of the tactics which were used by both sides • Teacher and learners discuss reasons for US withdrawal from War in both Vietnam and in the USA • Learners debate reasons for US withdrawal • Learners debate who gained most from the Missile Crisis • Teacher and learners explore different sources on Cold War outside Europe 	<p>consequences of the Missile crisis</p> <p>describe the Vietnam War</p> <p>explain reasons for US involvement in Vietnam War</p> <p>explain the main aspects of Vietnam war</p> <p>assess the effectiveness of tactics which were used by both sides</p> <p>explain reasons for the US withdrawal from War in both Vietnam and USA</p> <p>debate reasons for US withdrawal from Vietnam War</p> <p>assess who gained most from the Missile crisis</p> <p>interpret sources on Cold War outside europe</p>	<p>Group work</p> <p>Discussion</p>
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	<p>Perestroika Glasnost Abandoning Brezhnev doctrine</p> <p>The impact of the reforms on Eastern Europe. The collapse of communism in Eastern Europe in 1989. The end of the USSR in 1991. Why the Soviet control of Eastern Europe collapse so quickly?</p> <p>Skills Information finding Interpretation judgement</p> <p>Values and attitudes Patriotism Empathy Commitment Determination</p>	<p>communism in Eastern Europe in 1989</p> <ul style="list-style-type: none"> • Teacher and learners discuss the end of the Soviet Union in 1991 • Teacher and learners discuss reasons why the Soviet control on Eastern Europe collapse so quickly • Teachers and learners explore different sources on the collapse of communism in Eastern Europe 	<p>assess the impact of Gorbachev's reforms in Eastern in 1989</p> <p>explain reasons for the end of Soviet Union in 1991</p> <p>explain reasons for the quick collapse of the Soviet control on the Eastern Europe</p> <p>infer from the sources on the collapse of communism in Eastern Europe</p>	
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Grade 11 alignment of the Assessment objectives with the learning out comes and teaching.

LEARNING OUTCOMES	ASSESSMENT OBJECTIVE	ASSESSMENT STRATEGIES	ASSESSMENT TASK	COMPETENCES
1. evaluate the impact of the treaty of Versailles	AO 1 AO 2 AO 3	-oral -written -knowledge probing -pro and con grid -debate -information finding -cartooning	-short questions -short paragraphs -debate the impact of the treaty of Versailles. -interpretation -visualise and draw cartoons	-effective and functional communication -critical thinking -problem solving -collaboration and coordination.
2. demonstrate appreciation of the work of the League of Nations	AO 1 AO2 AO3	-oral -written -information finding -Think aloud -posters/slides	-short questions -short paragraphs -debate the effectiveness of the league of nations -inference -interpretation -visualise and draw cartoons -discussion	-effective and functional communication -critical thinking -problem solving -collaboration and corporation.
3. analyse reasons for the outbreak of the second world war	AO 1 AO2 AO3	-oral -written -information finding -Think aloud -posters/slides	-short questions -short paragraphs -debate the reasons for the outbreak of the war -inference	-effective and functional communication -critical thinking -problem solving

		<ul style="list-style-type: none"> -Timeline -cartooning -debate 	<ul style="list-style-type: none"> -interpretation of sources -visualise and draw cartoons -discussion -fill the gaps -ordering 	<ul style="list-style-type: none"> -collaboration and corporation
4. demonstrate appreciation of the work of United Nations Organization (UNO)	<ul style="list-style-type: none"> AO 1 AO2 AO3 	<ul style="list-style-type: none"> -oral -written -information finding -Think aloud -pro and cons grid -memory matrix - 	<ul style="list-style-type: none"> short questions -short paragraphs -debate effectiveness of the UNO -inference -interpretation of sources -visualise and draw cartoons 	<ul style="list-style-type: none"> -effective and functional communication -critical thinking -problem solving -collaboration and corporation
5. analyze development of Cold war in Europe.	<ul style="list-style-type: none"> AO 1 AO 2 AO 3 	<ul style="list-style-type: none"> -written -oral -Think aloud -pro and con -board games -simulation 	<ul style="list-style-type: none"> -short questions -short paragraphs -interpretation of sources -visualise and draw cartoons -simulate roles played by individuals -play chess to depict/portray the competition between eastern and western block 	<ul style="list-style-type: none"> -effective and functional communication -critical thinking -problem solving -collaboration and corporation
6. analyze events of cold war outside Europe	<ul style="list-style-type: none"> AO 1 AO 2 AO 3 	<ul style="list-style-type: none"> -written -oral -Think aloud 	<ul style="list-style-type: none"> -short questions -short paragraphs -interpretation of sources 	<ul style="list-style-type: none"> -effective and functional communication -critical thinking

		<ul style="list-style-type: none"> -pro and con -board games -simulation -four corners -classroom opinion poll Information finding -matrix grid -focused autobiographic sketches/biographic 	<ul style="list-style-type: none"> -visualise and draw cartoons - 	<ul style="list-style-type: none"> -problem solving -collaboration and corporation
7.Evaluate the events leading to collapse of communism in eastern Europe and ending of cold war	AO 1 AO 2 AO 3	<ul style="list-style-type: none"> -written -oral -Think aloud -pro and con -board games -simulation -four corners -classroom opinion poll -cartooning -information finding 	<ul style="list-style-type: none"> -short questions -short paragraphs -interpretation of sources -visualise and draw cartoons -discussion -inference -ordering -fill in gaps 	<ul style="list-style-type: none"> -effective and functional communication -critical thinking -problem solving -collaboration and corporation

INTEGRATED CURRICULUM AND HISTORY.

History is very much integrated. Look at the web below. This is just an example which has not exhausted all the ways. It can go further than that.

INTEGRATION.

How history integrates with other subjects

- ✓ Art (Charts and illustrations)
- ✓ Geography (map work)
- ✓ Drama (role-play and interviews)
- ✓ Economics (growth of economic activities)
- ✓ Life-skills (negotiation, problem solving, empathy, patriotism)
- ✓ Mathematics (interpretations of statistics on bar charts)
- ✓ Travel and tourism (museums, historical sites)
- ✓ English (reports, essays, oral presentations)

