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Note to teachers

The formal assessment worksheets in this book are taken from the *Oxford Successful Social Sciences Grade 6 Learner's Book*.

The answers to the worksheets can be found in the *Oxford Successful Social Sciences Grade 6 Teacher's Guide*. The page references are given below.

Formal assessment worksheets	LB page reference	TG page reference
Geography Term 1	12	37
Geography Term 2	40	57
Geography Term 3	77	80
Geography Term 4	102	102
History Term 1	29	50
History Term 2	56	69
History Term 3	96	96
History Term 4	120	120

The quarterly assessments can be found at the back of *the Oxford Successful Social Sciences Grade 6 Teacher's Guide*. These assessments test the knowledge of the work done in that particular term. Section A of the assessment covers the Geography module, and Section B the History module. The page references are given below.

Quarterly assessment worksheets	TG page reference for assessment	TG page reference for memo
Term 1	127	129
Term 2	132	133
Term 3	135	137
Term 4	139	141

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Progress tracker for Oxford Successful Social Sciences Grade 6

Geography Term 1 Module 1: Map skills: Looking at the world

Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book pages	Time allocated (as per CAPS)	Worksheet page number and name	Date of completion	Teacher reflection
Week 1	**Orientation** • Revise concepts from Grade 5 Term 1 **Introduction to the topic:** Map skills (Focus: World)	7	1,5 hours (1 week)			
Week 2	**Atlases, global statistics and current events** • The different kinds of information provided in an atlas • The contents page of an atlas	16	1,5 hours (1 week)			
Weeks 3–5	**Latitude and longitude** • Latitude and longitude on a globe (degrees) • Hemispheres • Latitude and longitude on a map • Locate countries and cities in degrees of latitude and longitude • Locate major current events or places in the news on a map (ongoing)	8–12	4,5 hours (3 weeks)	**Page 13** Revise hemispheres, latitude and longitude (Activity 3 LB p. 12; TG p. 37)		
Weeks 6–8	**Scale** • Concept of scale • Small and large-scale maps • Measuring straight line distances	13–15	4,5 hours (3 weeks)			
Weeks 9–11	**Revision and assessment**	21–22	4,5 hours (3 weeks)	**Page 25** Quarterly assessment (TG pp. 127 and 129)		

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Geography Term 2 Module 3: Trade

Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book pages	Time allocated (as per CAPS)	Worksheet page number and name	Date of completion	Teacher reflection
Week 1	**Introduction to the topic:** Trade (Focus on South Africa and the world)	37	1,5 hours (1 week)			
Week 2	**Why people trade** • Trade as the exchange of goods: buying and selling of goods for money • Exports and imports	38–40	1,5 hours (1 week)	**Page 14** Get information from bar graphs and diagrams (Activity 1 LB p. 40; TG p. 57)		
Week 3	**What people trade** • Goods: raw materials (primary products) • Manufactured goods (secondary products) • Skills and services	41–42	1,5 hours (1 week)			
Weeks 4–6	**Resources and their values** • Values of selected raw materials and manufactured goods • Case study: From cocoa to chocolate • Case study: From gold to jewellery	43–46	4,5 hours (3 weeks)			
Weeks 7–8	**Fair trading** • Concepts of unfair and fair trade • The human cost of unfair trade: work and exploitation • Fair Trade: case of a positive project	47–48	3 hours (2 weeks)			
Weeks 9–11	**Revision and assessment**	49–50	3 hours (2 weeks)	**Page 29** Quarterly assessment (TG pp. 132 and 133)		

Progress tracker for Oxford Successful Social Sciences Grade 6

Geography Term 3 Module 5: Climate and vegetation around the world

Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book pages	Time allocated (as per CAPS)	Worksheet page number and name	Date of completion	Teacher reflection
Week 1	**Introduction to the topic:** Climate and vegetation around the world	67	1,5 hours (1 week)			
Weeks 2–3	**Climate around the world** • The difference between weather and climate • Hot, mild and cold climates of the world • Wet and dry areas of the world	68–70	3 hours (2 weeks)			
Weeks 4–5	**Tropical rainforests** • Location on Earth • Climate: temperature and rainfall patterns • Natural vegetation and wildlife in a rainforest • Deforestation	71–74	3 hours (2 weeks)			
Weeks 6–7	**Hot deserts** • Location on Earth • Climate: temperature and rainfall patterns • Natural vegetation and wildlife in a desert • How people live in a desert	75–78	3 hours (2 weeks)	**Page 15** Find information about the climate, vegetation and wildlife in hot deserts (Activity 6 LB p. 77; TG p. 80)		
Week 8	**Coniferous forests** • Location on Earth • Climate: temperature and rainfall patterns	79	1,5 hours (1 week)			
Weeks 9–11	**Revision and assessment**	81–82	4,5 hours (3 weeks)	**Page 33** Quarterly assessment (TG pp. 135 and 137)		

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Geography Term 4 Module 7: Population: Why people live where they do

Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book pages	Time allocated (as per CAPS)	Worksheet page number and name	Date of completion	Teacher reflection
Week 1	**Introduction to the topic:** Population: Why people live where they do	99	1,5 hours (1 week)			
Weeks 2–4	**Why people live where they do (South Africa)** • Reasons for locations of settlements • Concept of rural and urban • Why people move from rural areas to urban areas	103–106	4,5 hours (3 weeks)			
Weeks 5–6	**People and provinces in South Africa** • Population distribution and population density • Population distribution in South Africa (map) • Total population figures for Each province • Average population density for each province	100–102	3 hours (2 weeks)	**Page 17** Obtain information about South Africa's population from a map and graphs (Activity 1 LB p. 102; TG p. 102)		
Week 7	**People around the world** • Population distribution around the world • Major cities and their population sizes • Case study of a major city to highlight the reasons for it's location	107–111	1,5 hours (1 week)			
Weeks 8–10	**Revision and assessment**	111–112	4,5 hours (3 weeks)	**Page 37** Quarterly assessment (TG pp. 139 and 141)		

Progress tracker for Oxford Successful Social Sciences Grade 6

History Term 1 Module 2: Mapungubwe – An African kingdom long ago

Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book pages	Time allocated (as per CAPS)	Worksheet page number and name	Date of completion	Teacher reflection
Week 1	**Orientation of learners to Grade 6** **Introduction to the topic:** Mapungubwe – An African kingdom long ago	23	1,5 hours (1 week)			
Week 2	**Changes in societies in the Limpopo valley between 900 AD and 1300 AD**	24	1,5 hours (1 week)			
Week 3	**Settlements in the Limpopo valley before Mapungubwe: K2 and Schroda**	25	1,5 hours (1 week)			
Weeks 4–6	**Mapungubwe: The first state in southern Africa 1220–1300** • Kings and sacred leadership • The first stone-walled palace on the hill • The significance of Mapungubwe hill • The town of Mapungubwe • Distinct social classes • Golden rhino and other golden symbols of royal power and political leadership • Trade across Africa and the Indian Ocean • Goods traded • People's journeys on foot	26–31	4,5 hours (3 week)	**Page 19** Write about symbols of power (Activity 2 LB p. 29; TG p. 50)		
Week 7	**Change and continuity in East Coast trade with settlements inland**	32–33	1,5 hours (1 week)			
Week 8	**European explorers in Asia at the same time as Mapungubwe was at its height**	34	1,5 hours (1 week)			
Weeks 9–11	**Revision and assessment**	35–36	4,5 hours (3 weeks)	**Page 25** Quarterly assessment (TG pp. 128 and 130)		

Progress tracker for Oxford Successful Social Sciences Grade 6

History Term 2 Module 4: Explorers from Europe find southern Africa

Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book pages	Time allocated (as per CAPS)	Worksheet page number and name	Date of completion	Teacher reflection
Week 1	**Introduction to the topic:** Explorers from Europe find southern Africa	51	1,5 hours (1 week)			
Week 2	**Reasons for European exploration** • The Renaissance during the 15th and 16th centuries: A turning point in European history	52–53	1,5 hours (1 week)			
Week 3	**Case studies:** • The contribution of: Leonardo da Vinci OR Galileo	54–57	1,5 hours (1 week)	**Page 20** Research project (Act. 1 LB p. 56; TG p. 69)		
Week 4	**New ideas and knowledge** • New inventions: gunpowder, magnetic compass, caravel	57–59	1,5 hours (1 week)			
Weeks 5–6	**Reasons for exploring** • Curiosity about the world • Looking for trade and profit • Spreading the Christian religion • Crossing the sea and finding the East	59–60	3 hours (2 weeks)			
Week 7	• European trade route to the East via southern Africa	60	1,5 hours (1 week)			
Week 8	• Dias and his crew encounter the Khoikhoi in Mossel Bay 1488	61	1,5 hours (1 week)			
Week 9	• The journey of Vasco da Gama: Dutch East India Company journeys	62	1,5 hours (1 week)			
Weeks 10–11	**Revision and assessment**	65–66	3 hours (2 weeks)	**Page 29** Quarterly assessment (TG pp. 132 and 134)		

Progress tracker for Oxford Successful Social Sciences Grade 6

History Term 3 Module 6: Democracy and citizenship

Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book pages	Time allocated (as per CAPS)	Worksheet page number and name	Date of completion	Teacher reflection
Week 1	**Introduction to the topic:** Democracy and citizenship	83	1,5 hours (1 week)			
Week 2	**How people govern themselves in a democracy** • Our national government • The first democratic government in SA (Start with research project, see LB p. 96)	84	1,5 hours (1 week)			
Weeks 3–6	**Our national government** • South Africa in 1994: political parties and voting in national elections • The role of Parliament • The purpose of the Constitution? • The importance of rules and laws • The justice system and equality under the law • The Constitutional Court	84–88, 91	6 hours (4 weeks)			
Week 7	**Rights and responsibilities of citizens in a democracy** • Case study: Fatima Meer: A leader in building democracy OR Pius Langa	90–91	1,5 hours (1 week)			
Week 8	**Children's rights and responsibilities** • The Children's Charter of South Africa	92–93	1,5 hours (1 week)			
Week 9	**National symbols since 1994** • The National Coat of Arms • The National Flag • The National Anthem	94–95	1,5 hours (1 week)			

Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book pages	Time allocated (as per CAPS)	Worksheet page number and name	Date of completion	Teacher reflection
Week 10	**History research project:** • The life of a democratic leader	96	1,5 hours (1 week)	**Page 22** Do research about the life of a democratic leader (Activity 11 LB p. 96; TG p. 96)		
Week 11	**Revision and assessment**	97–98	1,5 hours (1 week)	**Page 33** Quarterly assessment (TG pp. 136 and 138)		

Progress tracker for Oxford Successful Social Sciences Grade 6

History Term 4 Module 8: Medicine through time

Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book pages	Time allocated (as per CAPS)	Worksheet page number and name	Date of completion	Teacher reflection
Week 1	**Introduction to the topic:** Medicine through time	113	1,5 hours (1 week)			
Week 2	**Indigenous healing in South Africa** • Physical causes of illness • Spiritual healing • Use of indigenous plants to cure diseases	114–116	1,5 hours (1 week)			
Weeks 3–7	**Some modern Western scientific medical discoveries** • The fight against infectious disease • Vaccination against smallpox and the role of Edward Jenner • The connection between germs and disease and the role of Louis Pasteur • The germs that cause TB, the role of Robert Koch • Discoveries that made surgery possible: anaesthetics, avoiding infection, blood transfusions, X-rays • Heart surgery: Christiaan Barnard and the world's first heart transplant	117–122	7,5 hours (5 weeks)	**Page 24** Modern scientific medicine (Activity 7 LB p. 120; TG p. 120)		
Weeks 8–10	**Revision and assessment**	124–125	4,5 hours (3 weeks)	**Page 37** Quarterly assessment (TG pp. 140 and 143)		

Geography Term 1 Worksheet

Revise hemispheres, latitude and longitude

Name:_____ **Class:**_____

Use the world map on page 11 of the Learner's Book for this activity.

1 Tick the two hemispheres in which each island is found: [8]

	Northern	Eastern	Southern	Western
1.1 Madagascar				
1.2 Iceland				
1.3 New Zealand				
1.4 Cuba				

2 Give the name of the line of latitude or longitude at each degree:

2.1 0°latitude ..... (1)

2.2 90°N latitude ..... (1)

2.3 90°S latitude ..... (1)

2.4 0°longitude ..... (1)

[4]

3 Give the latitude and longitude of each city:

3.1 Addis Ababa ..... (2)

3.2 Sydney ..... (2)

[4]

4 Locate and name the cities at these latitudes and longitudes:

4.1 23°N 88°E ..... (2)

4.2 40°N 116°E ..... (2)

[4]

Total: 20 marks

Geography Term 2 Worksheet

Get information from bar graphs and diagrams

Name:_____ **Class:**_____

1 Rank South Africa's top three trading partners for exports.

--- [3]

2 What does South Africa import from Saudi Arabia and Iran?

--- [1]

3 What are South Africa's three most valuable exports?

--- [3]

4 Give two examples of imported electrical products in addition to TVs.

--- [2]

5 Give an example of an imported car part.

--- [1]

Total: 10 marks

Geography Term 3 Worksheet

Find information about the climate, vegetation and wildlife in hot deserts

Name:_____ **Class:**_____

1 Look at the temperature and rainfall graph of Port Nolloth on page 75 of the Learner's Book and answer these questions:

1.1 What are the temperatures of the hottest and coolest months?

Hottest month: ..... Coolest month: ..... (2)

1.2 Approximately how much rain falls in a year in Port Nolloth?

..... (2)

1.3 Describe the climate in this hot desert. Choose from: Cool and wet, hot and dry, cool and dry.

..... (2)

[6]

2.1 Name a plant that grows in hot deserts.

..... (1)

2.2 Describe how the plant has adapted to the climate.

.....

.....

.....

..... (2)

2.3 Name an animal that eats the plant.

.....

..... (2)

[5]

3 Describe one way in which a desert plant and a tropical rainforest plant are different.

[4]

Total: 15 marks

Geography Term 4 Worksheet

Obtain information about South Africa's population from a map and graphs

Name:_____ **Class:**_____

1 Look at the map on page 101 of the Learner's Book showing distribution of population in South Africa.

1.1 Is the population distribution even or uneven?

..... (1)

1.2 Where do most people live, in cities or in the rural areas?

..... (1)

[2]

2 Look at the bar graph showing the number of people living in each province.

2.1 Which two provinces have the highest number of people?

..... (2)

2.2 How many millions of people live in these provinces?

.....

..... (2)

2.3 Which two provinces have the lowest number of people?

..... (2)

2.4 How many millions of people live in these provinces?

.....

..... (2)

2.5 Does the largest province in size have the highest population?

..... (1)

[9]

3 Look at the bar graph on page 102 of the Learner's Book showing the density of population in each province.

3.1 Which province has the highest population density?

..... (1)

3.2 What is the density of population in this province?

..... (1)

3.3 Which province has the lowest population density?

..... (1)

3.4 What is the density of population in this province?

..... (1)

[4]

Total: 15 marks

History Term 1 Worksheet

Write about symbols of power

Name:_____ **Class:**_____

1 Provide evidence to show that Mapungubwe had two different social classes: a rich and powerful ruling class and a class of ordinary people.

[5]

2 What did the kings of Mapungubwe use to show off their wealth and power?

[5]

Total: 10 marks

History Term 2 Worksheet

Research project (Leonardo da Vinci/Galileo Galilei)

Name:_____ **Class:**_____

You have learnt about two important men of the Renaissance. Choose one of them to do some more research on. Your teacher will help you to find the information in books and on the internet. When you write up your project, use the headings below:

- Why I chose to learn more about Leonardo da Vinci/Galileo Galilei

[5]

- Why Da Vinci/Galileo was famous

[5]

- Early life

[5]

- Da Vinci/Galileo's most important work

[5]

Total: 20 marks

History Term 3 Worksheet

Do research about the life of a democratic leader

Name:_____ **Class:**_____

1 With the help of your teacher and parents, identify somebody who contributed to the establishment of a democracy in our country.

2 When you know about whom your research will be you should start collecting information on that person. You can do this by looking up books in the library, searching on the internet, or you can conduct interviews with people who knew the person you are writing about.

3 Arrange the information you have gathered in such a way that you are telling the story of the person's life. A true story about somebody's life is called a biography. A few suggestions for topics or headings are:

- Childhood and schooldays

- How he or she started working for a democracy

- His or her main contribution to the establishment of a democracy

- What I most admire about this person

Total: 25 marks

History Term 4 Worksheet

Modern scientific medicine

Name:_____ **Class:**_____

Write your answers to the questions in full sentences. You may use your Learner's Book to find the answers:

1 What is the Germ Theory of disease?

--- [2]

2 What are micro-organisms?

--- [2]

3 How did Fleming work scientifically? Give an example to support your answer.

--- [4]

4 Fleming used a microscope in his work. What did he look at through a microscope?

--- [2]

Total: 10 marks

Quarterly assessment: Term 1 (Modules 1–2)

Name:_____ **Class:**_____

Section A Map skills: Look at the world (25 marks)

1 Draw a rough sketch of the globe, and add tags to indicate where each of the following can be found:

1.1 the North Pole
1.2 the western hemisphere
1.3 the South Pole
1.4 Greenwich Meridian
1.5 the Indian Ocean
1.6 the equator

(6)

2 Explain why the use of scale is important on maps.

_____

_____

_____ (2)

3 Draw a comparison between the usefulness of small scale maps and big scale maps.

(4)

4 Explain how you would convey the following to a friend:

4.1 Why both line scales and word scales are useful in finding a place on a map.

(4)

4.2 How to measure distance from one place to another on a map.

(6)

5 Recommend a source of information on our country, the continent and the world, and give two hints on how to use this source successfully.

(3)

[25]

Section B Mapungubwe – an ancient African kingdom (25 marks)

1 Fill in the missing words:

According to historians the kings of Mapungubwe ruled over a big and well-organised kingdom which traded with other kingdoms up to 1.1 ..... and 1.2 .....Lesser chiefs hunted to get 1.3 .....and 1.4 ..... or mined for 1.5 .....and paid it to the ruler as tribute. In exchange the ruler compensated them with the imported luxury goods they desired. Only 1.6 ..... could organise trade expeditions taking goods from Africa to the 1.7 ..... traders at the coast. (7)

2 Write down the meaning of the word Mapungubwe and explain how it probably got its name.

--- (2)

3 Give two reasons for the fact that the house of the chief was always built on the highest spot.

--- (2)

4 Describe the meaning of the following discoveries:

4.1 The coin-shell at Schroda and K2

---

(2)

4.2 Glazed pottery at Great Zimbabwe

---

(3)

5 Give four examples of ways in which the rulers of Great Zimbabwe developed and extended the culture of Mapungubwe.

---

(4)

6 Discuss how facts about Africa became known (in Europe) as a result of the travels of Marco Polo.

---

(5)

[25]

Total: 50 marks

Quarterly assessment: Term 2 (Modules 3–4)

Name:_____ **Class:**_____

Section A Trade (25 marks)

1 Define the following terms:

1.1 foreign exchange .....

..... (2)

1.2 import goods .....

..... (2)

1.3 surplus .....

..... (2)

1.4 international trade partners .....

..... (2)

2 Explain why a country that exports secondary products earns more foreign exchange than a country exporting primary products.

.....

.....

.....

.....

..... (4)

3 Explain why bartering is not an ideal form of trading.

.....

.....

.....

.....

..... (3)

4 Explain how trading in services affects South Africa and give examples of the kind of services in which South Africa is trading.

(5)

5 Predict what the effect would be if Saudi-Arabia and Iran suddenly refuse to do business with South Africa.

(5)

[25]

Section B Explorers from Europe discover southern Africa (25 marks)

1 State whether each of the following statements is true or false:

1.1 Up to the early 1400s European seafarers could not sail if they lost sight of the land and they had to wait for the wind to change before they could return to the harbour. ..... (1)

1.2 Chinese and Arab seafarers had better ships and instruments than the Europeans. ..... (1)

1.3 Chinese and Arab seafarers could sail against the wind and find their way by using the stars to navigate. ..... (1)

1.4 The Europeans knew about the Arab and Chinese inventions, but preferred not to use them. ..... (1)

1.5 Chinese and Arab mathematicians learned from European mathematicians of new and better ways of doing mathematical calculations. ..... (1)

2 Say how the province of KwaZulu-Natal got its name.

---

(3)

3 Explain how the magnetic compass developed into the instrument we use today.

---

(8)

4 The speed of modern ships is described in knots. Explain where the term originated.

(4)

5 “Galileo Galilei had a special talent, but it brought him more unhappiness than happiness.” Evaluate this statement critically.

(5)

[25]

Total: 50 marks

Quarterly assessment: Term 3 (Modules 5–6)

Name:_____ **Class:**_____

Section A Climate and vegetation across the world (25 marks)

1 Name two ways in which the concept 'weather' differs from 'climate'.

_____

_____

_____ (2)

2 Fill in the missing words. Choose the words from the box below:

highest	winter	summer	lowest

In January it is 2.1 ..... in the southern hemisphere and 2.2 ..... in the northern hemisphere. Then the 2.3 ..... temperatures are recorded in the southern hemisphere and the 2.4 ..... temperatures in the northern hemisphere. (4)

3 Define the term 'species'.

_____

_____

_____ (2)

4 Explain how desert plants have adjusted to exist in the desert and give examples of specific plants to illustrate how they have adapted to the climate they live in.

_____

_____

_____

_____

(8)

5 Compare the ways in which the San and the Taureg get their water and store it.

(4)

6 Evaluate whether pine trees are well adjusted to growing in Central Africa.

(5)

[25]

Section B Democracy and citizenship (25 marks)

1 Are the following sentences true or false?

1.1 Some of the parties that won seats in the election, may nominate people as Members of Parliament. ..... (1)

1.2 Parliament makes the laws in our country. ..... (1)

1.3 Every party is entitled to the same number of members of parliament. ..... (1)

1.4 The parties who got less votes in the election form the opposition. ..... (1)

1.5 The main purpose of the opposition is to ensure that the governing party listens to the points of view of others before they make laws. ..... (1)

2.1 Name three qualifications with which a person has to comply in order to take part in an election in South Africa.

---

(3)

2.2 Describe what the person must do on election day to take part in the election.

---

(6)

2.3 Explain why the person owes it to nobody to tell him or her after the election which party he or she voted for.

(2)

3.1 Explain how the government is involved in the way each person brings up his or her child.

(2)

3.2 Explain why it is necessary for the government to have an input in the way parents care for their children.

(2)

4 Evaluate whether the national anthem of South Africa is a suitable symbol of our nation. Explain why you think so/don't think so.

(5)

[25]

Total: 50 marks

Quarterly assessment: Term 4 (Modules 7–8)

Name:_____ **Class:**_____

Section A Population: Why people live in certain places (25 marks)

1.1 Name the city with the greatest population in the whole world.

..... (1)

1.2 Name the city with the greatest population in South Africa.

..... (1)

2.1 Say what rickshaws in Mumbai have to use in order to decrease pollution.

..... (1)

2.2 Mumbai's trains transport 6,3 million passengers daily. Trains are overcrowded during peak hours and transport ..... times more passengers than legally allowed. (1)

3 Differentiate between:

3.1 push factors and pull factors

---

(4)

3.2 population spread and population density

--- (4)

4 Discuss the influence each of the following factors would have on the choice of a place of residence in South Africa of a young Egyptian family immigrating to South Africa:

4.1 natural environment

--- (2)

4.2 legislation

--- (2)

4.3 resources for human activities

--- (4)

4.4 climate

(2)

5 In spite of the fact that conditions in Mumbai are so critical, more than 800 000 people live there. Explain what you think the reasons are for people living there, and why they are not moving away.

(5)

[25]

Section B Medicine through the centuries (25 marks)

1 Find the name of the person in Column B whose name is linked to the medical discovery in Column A. Note that some people made more than one discovery.

Column A	Column B
1.1 germ theory of disease	A Robert Koch
1.2 sterilisation	B Alexander Fleming
1.3 penicillin	C John Lister
1.4 X-rays	D Wilhelm Röntgen
1.5 antibiotics	E Louis Pasteur
1.6 chloroform gas	F John Simpson
1.7 vaccines made from weak germs	
1.8 tuberculosis bacteria	

1.1 ___ 1.3 ___ 1.5 ___ 1.7 ___

1.2 ___ 1.4 ___ 1.6 ___ 1.8 ___ (8)

2.1 Explain what holistic healing is.

--- (3)

2.2 Explain why more Western doctors are inclined towards holistic healing nowadays.

(3)

3.1 Explain how Jenner discovered a vaccine for smallpox.

(6)

3.2 Evaluate whether Jenner's method was ethical.

(5)

[25]

Total: 50 marks

How to develop rubric and checklist assessment tools

Rubrics

A rubric is a tool teachers use to assess a learner's performance on a specific task. It is presented in the form of a grid that clearly outlines the criteria used for assessment as well as different levels of performance per criterion.

Benefits of using a rubric

- A rubric helps learners to understand objectives. Developing rubrics with your learners will help them to understand the purpose and content and help them to prepare for the assessment.
- A rubric has a clear and standardised approach to assessment, which ensures that learners are assessed consistently and fairly.
- A rubric allows teachers to provide specific feedback to learners, highlighting areas of strength and areas for improvement.
- A rubric helps learners get a clear idea on how to improve their performance after assessment.
- A rubric allows learners to self-improve. Encourage learners to use the rubric before they hand in their work.
- A rubric is easy to use and can be easily adapted to meet changing needs.

Steps to creating a rubric

Step 1: Clearly define the purpose of the assessment.
Use the assessment guidelines in the curriculum documents to determine what task/assignment the learners are required to complete.

Step 2: Define the criteria.
Use the objectives in the curriculum documents to consider what skills, knowledge or behaviours the assessment will evaluate.

Make sure that:
- criteria can be observed and measured
- criteria are important to the task at hand
- each criteria assesses a single aspect of the task.

Each criteria contains levels of performance. When creating these, consider:
- what will constitute outstanding achievement
- how will you define moderate or adequate achievement
- how would you define work that falls below expectations.

Ask yourself: Are there key criteria points that should carry a greater weight than others?

Step 3: Design a rating scale that clearly defines the levels of performance.
Check your mark allocation to ensure that your rubric falls in line with curriculum expectations.

Make sure you use language and terminology that the learner is familiar with so that they have a clear understanding of what is required of them.

Provide a scale of achievement that can assess the learners' overall competency in completing the task. For example, you can provide an overall mark according to the seven-point rating code or scale of achievement:

Step 4: Write descriptions of expected performance at each level of the rating scale. Describe observable and measurable behaviour and use parallel language across the scale. Indicate the degree to which the standards are met. Ensure that learners understand the expectations before and during the assessment.

Step 5: Create the rubric.
For ease of use, keep it to one page. Ask your colleagues for feedback and consider testing it before you use it for assessment. After you use the rubric, consider how effective it was and make any necessary revisions.

Checklists

A checklist is a simple assessment tool that provides a list of items or criteria to be checked off. It differs from a rubric in that it provides learners with the criteria of the requirements of an assignment rather than a means of assessing acquired knowledge. A checklist can be used solely by you as a teacher, or you can give your learners a checklist that they can refer to in order to make sure that they have included the required components for a task.

Checklists usually consist of a number of statements that refer to specific criteria and where the answer will be, for example, “Yes” or “No”, or “Achieved”, “Not yet” or “Almost”.

Benefits of using a checklist

- A checklist ensures that all relevant criteria are assessed and evaluated.
- A checklist helps to ensure consistent assessment of specified criteria.
- A checklist can be used by learners as a self-assessment tool.
- A checklist identifies learning needs in a clear and simple way.
- A checklist is easy to create and use and provides an uncomplicated guide for assessment.

Steps to create a checklist

Step 1: Define the purpose and what you want to assess.
This could be specific skills or a general assessment.

Step 2: Identify the criteria.
What specific elements or content will be assessed?

Step 3: Create your checklist.
Check that it contains everything you want to assess.

Exemplar:
Presenting a poster

Presenting a poster checklist			
Did the learner:	**Yes 2**	**Partially 1**	**No 0**
indicate the topic clearly?			
present sufficient information to convey the message?			
research the topic and site sources?			
make a credible attempt to create a visually effective poster?			
demonstrate originality?			
Total	**_____/ 10**		

Intervention strategies

Baseline assessment and intervention strategies

Some learners may experience academic backlogs for various reasons, including the impact on learning due to the COVID-19 pandemic, underlying learning barriers or special education needs such as visual or hearing impairments or intellectual barriers. Baseline assessment will help you identify learners that may be experiencing these barriers.

Analysing baseline assessment questions will provide insight into learners' current knowledge and skills regarding certain topics, as well as their preparedness for the work ahead. The results of baseline assessments can help to identify the areas where learners require support and/or intervention.

Learners may require support and/or intervention for the following reasons:
- barriers to learning
- class size
- reading comprehension (the ability to understand what they have read).

Barriers to learning

Some learners may face barriers to learning. It is important to accommodate learners with barriers to learning to ensure that our classrooms remain inclusive. These learners may require and should be granted more time for completing tasks, acquiring thinking skills (own strategies), and completing assessment activities. Adapt the number of activities to be completed without interfering with learners gaining the required skills. Learners experiencing barriers to learning can also be paired with others who may be able to support them.

Class size

- Peer tutoring can be an effective intervention method when class size is problematic.
- Quieter learners often struggle in a large class, as they tend not to ask questions. Organising learners into groups or pairs can help to create a more inclusive and enabling learning environment.
- Ensure that groups are made up of learners with varying ability, so that learners who may be struggling are supported by their peers.
- Peer assessment can also be used successfully during informal assessment and allows you to gauge learners' understanding in a less intimidating manner than a formal test or assignment.

- The following strategies can be used in a large class:
    - *Thumbs up/thumbs down:* Check understanding by a show of thumbs. Thumbs up indicate that learners have understood; thumbs down show that they have not understood; thumbs sideways could show that they are not sure.
    - *Response boards:* These are small chalkboards or whiteboards where learners record their response to a question. When you say "Show your answers" they all hold up the board. This way you can quickly see who is struggling.
    - *Show fingers 1-2-3:* Ask learners to show fingers to indicate if they understand activity instructions before working in a group. 1 = I do not understand; 2 = I sort of understand but I need some help; 3 = I understand completely.

Reading comprehension

- Support learners by giving them pre-reading questions and post-reading strategies to organise what they have learnt. Pre-reading questions could include asking the learners what they already know about the topic. Teach learners to summarise the content into bullet points and make use of mind maps. This requires the learners to rewrite the content in their own words.
- Write difficult terminology on the board and give simple explanations.
- Diagrams can be very useful to explain concepts in a way that learners can visualise the situation.

General teaching intervention strategies

Teach from the learner's point of view

- Put yourself in the learner's position: If you were the learner, what would you like the teacher to explain or show you that you could not learn previously?
- Remember that learners might still have emotional issues related to the COVID-19 pandemic, which you may need to address.

Reteach topic(s) for which learners achieved low scores (closing the gap)

- Focus on concepts, and not only on factual content. Then use illustrations to support learners' understanding and avoid superficial rote learning. The more "real-life" examples used, the easier it will be for the learners to conceptualise the topic.

- Make the structure of your lessons and teaching materials clear: State specific, achievable goals, provide graphic organisers to link parts of the lesson and give frequent summaries of sections of the lesson. A graphic organiser can be any visual representation of content that gives an immediate overview of main points.
- Refer frequently to your progress in terms of the lesson structure. This will help learners to develop an overall and cohesive (holistic) grasp of the content.
- Skills, knowledge and concepts run like threads through the previous grades. Explain these threads to learners, as you begin teaching a new topic or module – it will help learners to link the new content to what they already know.

Metacognition

Metacognition is the ability to understand our own thought processes. It is essential that metacognition takes place during lessons.

Learners retain information best when they can visualise situations. Visual aids, such as flash cards and mind maps, and practical work can aid with developing metacognition, or getting learners to think about and understand their own thought processes. After completing practical tasks, give learners sentence starters to complete. For example: I learnt . . .; I wonder . . .; I still want to know . . .; I still don't understand . . .; I still have a question about . . . .

Retaining information

- Flash cards and mind maps can be useful tools to help learners memorise facts.
- Encourage learners to break down content into more manageable sections. They can then create a mind map for each sub-topic. Tables can also help learners summarise content into more manageable sections.

- A mnemonic is a word, sentence or poem that helps you remember something. Mnemonics help learners to memorise content. Use the first letter of each word to create a sentence that the learners can memorise easily. For example, a mnemonic such as "**E**at **A**n **A**pple **A**s **A** **N**ice **S**nack" can help learners to memorise the names of the continents: **E**urope, **A**sia, **A**frica, **A**ustralia, **A**ntarctica, **N**orth America, **S**outh America.

Develop presentation skills

Many learners find it challenging to speak in front of the class, but this improves with practice. Encourage learners to answer questions in class and take part in class discussions by using one or more of the following strategies:

- *Use the think-pair-share method:* Posing a question and giving learners a short time to think about it, followed by discussion with a partner and then sharing with others. Learners who are shy will find it easier to share ideas with a partner first.
- *Tell-check-say:* A learner tells the answer to a friend, together they check if the answer is correct by referring to the textbook, and then the first learner says the answer out loud to the class or writes it down.
- *Target basic and then more advanced questions to specific learners based on their readiness to answer them*: A good strategy is to first ask the question to the whole class. This ensures that everyone thinks about it. Then, ask a specific learner the question.
- *Keywords on cards:* These can be used to help the learner remember their presentation. Eye contact is essential, so emphasise to learners that they should not read their presentation.

Interventions for learners with special education needs

- Special educational needs may include visual or hearing impairments or intellectual barriers. Do not form an opinion about a learner too early This could lead to an inaccurate assessment of a learner's barrier, or an inaccurate assessment of the existence of a barrier (when in fact there may not be one). If the barrier is obvious after the first term and becomes a serious obstacle to the learner, seek professional help from the district office.
- Immediate steps could include: observing the learner inside and outside of the classroom, contacting the learner's previous teachers and consulting learner progress reports to understand their needs.

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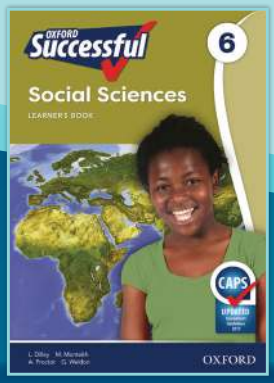

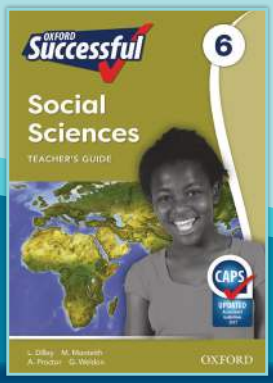

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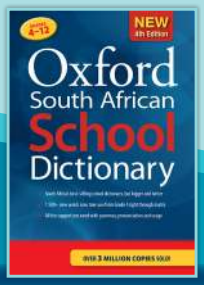

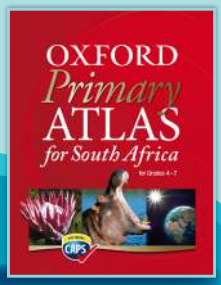

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