

NASCA

HUMAN AND SOCIAL SCIENCES Curriculum Statement



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

Department Higher Education and Training
123 Francis Baard Street
Private Bag X174
Pretoria, 0001
South Africa
Tel: +27 12 312 5911

Cape Town Office
103 Plein Street,
Parliament Towers
Private Bag X9192
Cape Town, 8000
Tel: +27 021 469 5175
Fax: +27 021 461 4761

Website: www.dhet.gov.za

Design and Layout by: Mzelers Media. www.mzelers.com

ISBN: 978-1-77018-792-4

HUMAN AND SOCIAL SCIENCES

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Introduction

Human and Social Sciences aims to introduce students to a world beyond their everyday realities. It includes programmes that provide for the study of people, places, environments, culture, time continuity, change, individual identity, individual groups and institutions, power, authority, governance and civic ideals and practices. This will empower students with critical thinking, problem solving and participatory skills, and knowledge and understanding of the world around them, so as to become engaged citizens. They will be trained to observe, speculate, debate and make connections, select, prioritise and persist in tackling real and important issues.

The subject of Human and Social Sciences consists of Geography and History. Although the two disciplines are presented as separate sections of this document, this curriculum is designed to complement the knowledge outlined in each. There will be a separate exit examination for Geography and History, and the results will be combined for a Human and Social Sciences result.

Exit-Level Outcomes

By the End of this Course Students Should be Able to:

1. Understand and use specific Human and Social Sciences knowledge;
2. Know and apply specific Human and Social Sciences skills;
3. Understand, adopt and apply the values related to Human and Social Sciences;
4. Foster empathy, fairness and tolerance.

Approaches to Teaching and Learning

The approaches to teaching and learning are influenced by several factors. However, the student must always be at the centre. Teaching and learning activities should have the student as its primary focus. This will inform the particular approach that will be followed. Students will be best served if teaching and learning are linked to competencies. The assessment method will assess whether the teaching and learning of the competency was successful. It is envisaged that contact teaching will happen through lectures, tutorials, class group work, field work etc. The self-study will be an extension of the contact time, through research and other forms of group work. In Geography and History the focus must be on the development of skills that will enable the student to master the content.

Assumptions About Prior Knowledge and Skills

Students who enrol for Human and Social Sciences should have the following basic skills:

- Basic comprehension and reading skills;
- Basic calculation skills;
- Basic map / geographical skills;
- Basic report / essay writing skills.

Part 1 - Geography

What is Geography?

Geography is the study of human and physical environments. The subject combines topics related to physical and human processes over space and time. It helps us to understand our interconnectedness among groups of people, and between people and their environment. The main themes are physical and human geography. Physical geography examines natural processes and features including the atmosphere, landforms and ecosystems. Human geography investigates the activities and impacts of people on the earth.

Specific Aims of Geography

The Specific Aims of Geography are:

1. Acquiring the ability to interpret the distribution and processes of physical and human phenomena;
2. Understanding the dynamic interrelationship between physical and human world;
3. Locating places and the relationship between them according to scale;
4. Transferring skills from the symbolic to the verbal and vice versa;
5. Implementing literacy, oracy, numeracy and graphical skills;
6. Promoting the use of geographical information systems;
7. Committing to sustainable development;
8. Creating an awareness of development in the world.

Geographical education also contributes to the development of personal and social competence.

Assessment Objectives

Knowledge

Candidates should demonstrate knowledge of:

- Geographical facts, concepts, processes, interactions, principles, theories and trends;
- Components of physical and human environment;
- Spatial patterns of physical and human phenomena;
- Physical and human relationships on a local, regional and global scale.

Skills

Candidates should be able to:

- Use and apply geographical knowledge and understanding to interpret and evaluate geographical data;
- Interpret maps, tables, graphs and photographs;
- Organise and present information in a coherent manner.

Attitude and Values

Candidates should be able to:

- Show a concern for the sustainable and fair use of resources for the benefit of all;
- Exercise a sense of fairness, sustainability and equality;
- Make judgements, recommendations and take decisions.

Weighting of Levels of Cognitive Demand

The examination paper caters for a range of cognitive abilities of the candidates. The weighting of the cognitive skills will be as follows:

Cognitive Level	Description	Weighting
Level 1	Knowledge and remembering	25%
Level 2	Application and understanding	30%
Level 3	Analysis and evaluating	30%
Level 4	Creating	15%

Structure of Assessment

The question paper will consist of two sections. Each section must cater for a range of cognitive levels and abilities of the candidates. The candidates must follow the sequence of the questions in the paper. All questions are COMPULSORY. Each question is out of 50 marks thus a total of 150 marks. Time allocation is 3 hours.

Section A: Theory

Question 1: Climate, Weather and Geomorphology. (50)

Question 2: Settlement (rural and urban) and Economic Geography. (50)

Section B: Geographical Skills and Techniques

Question 3.1: Multiple choice. (10)

Question 3.2: Map calculations. (15)

Question 3.3: Application and interpretation of a topographic and an orthophoto map. (15)

Question 3.4: Geographical information systems. (10)

Section A consists of two questions that will range from short objective type questions (level 1) to those requiring application and understanding (level 2), analysis and evaluation (level 3), creating (level 4). A variety of source materials will be used, e.g. satellite images, synoptic weather charts, graphs, tables, sketch maps, cartoons, photographs and newspaper articles. Candidates may be given the option to use examples from case study material covered during their preparation.

Section B consist of one question with four specific sub questions with specific mark allocation. The following instruments are essential for this question:

- Sharp pencil;
- Eraser;
- Ruler-clearly demarcated units;
- Protractor;
- Calculator.

This question will be answered on the question paper provided and will consist the following sub-questions:

- Multiple choice;
- Map calculations;
- Application and interpretation of a topographic map and an orthophoto;

- Geographical information systems.

All sub - questions in this section must be answered on the question paper provided. Candidates will be assessed on their understanding and application of the mapwork skills.

Content Outline

Two Geography themes will be studied in this syllabus. Geographical skills and techniques are to be integrated into these themes.

Theme	Content
Physical Geography	1. Climate and Weather 2. Geomorphology
Human Geography	1. Settlements 2. Economic Geography of South Africa

General Geographic Techniques

Reading, Analysis and Interpretation of Maps

The following instruments are essential when this applying technique:

- Sharp pencil;
- Eraser;
- Ruler-clearly demarcated units;
- Protractor;
- Calculator;
- Magnifying glass.

Overview

This section teaches students the skills required in geography. It must be integrated with theoretical content. At the conclusion of each section an observation, identification and application exercise should be undertaken.

1. Types and Functions of Maps

Content:

- Topographic maps;
- Orthophoto maps;
- Relief maps;
- Thematic maps.

Learning Outcomes:

Students Should be Able to:

- 1.1 Identify the different types of maps:
- Topographic maps;
 - Orthophoto maps;
 - Relief maps;
 - Thematic maps.

Suggested Methods:

- Use of a variety of maps in textbooks and atlases.

2. Scale

Content:

- Orientation;
- Comparison;
- Recognition.

Learning Outcomes:**Students Should be Able to:**

- 2.1. Compare the types of scales in a variety of maps and focus on topographic and orthophoto maps.

Suggested Methods:

- Use of a variety maps with different scales.

3. Distance

Content:

- Conversion of units measured on the map to units on the ground e.g. centimetres to meters or kilometres.

Learning Outcomes:**Students Should be Able to:**

- 3.1. Use the supplied scale to calculate the straight-line distance represented on the map.

Suggested Methods:

- Correct use of equipment e.g. ruler.

4. Conventional Signs

Content:

- Reading;
- Recognising.

Learning Outcomes:**Students Should be Able to:**

- 4.1. Read maps using conventional signs and the information from the key.

Suggested Methods:

- Apply to a variety of maps.

5. Direction and Bearing

Content:

- Direction;
- Bearing;
- True north;
- Magnetic north;

- Magnetic declination;
- Magnetic bearing.

Learning Outcomes:

Students Should be Able to:

- 5.1. Determine direction using cardinal compass points; measure and explain true bearing; calculate magnetic declination and magnetic bearing.

Suggested Methods:

- Exercises using topographic maps. Correct use of equipment e.g. protractor.

6. Area

Content:

- Surface area.

Learning Outcomes:

Students Should be Able to:

- 6.1. Measure and calculate regular surface areas.

Suggested Methods:

- Use orthophoto and topographic maps. Apply formula.

7. Grid Reference

Content:

- Latitude;
- Longitude.

Learning Outcomes:

Students Should be Able to:

- 7.1. Locate features of the given grid reference.

Suggested Methods:

- Use of models and topographic maps.

8. Contours and Landforms

Content:

- Contour;
- Contour interval.

Learning Outcomes:

Students Should be Able to:

- 8.1. Recognise contour patterns and features on a map of landforms studied.

Suggested Methods:

- Use of models and topographic maps.

9. Gradient

Content:

- Slope;
- Gradient;
- Ratio;
- Vertical interval;
- Horizontal distance.

Learning Outcomes:

Students Should be Able to:

- 9.1. Calculate gradient.

Suggested Methods:

- Use of models and topographic maps;
- Apply formula.

10. Cross Section and Intervisibility

Content:

- Cross section;
- Relief and intervisibility.

Learning Outcomes:

Students Should be Able to:

- 10.1. Draw and interpret a cross section and determine the visibility of a feature from a given point.

Suggested Methods:

- Use of models and topographic maps.

11. Vertical exaggeration

Content:

- Horizontal scale;
- Vertical scale.

Learning Outcomes:

Students Should be Able to:

- 11.1. Calculate vertical exaggeration.

Suggested Methods:

- Use of models and topographic maps;
- Apply formula.

12. Reading, Analysis and Interpretation of 1:50 000 Topographic Maps and 1:10 000 Orthophoto Maps of South Africa

Content:

- Topographic map;
- Orthophoto map.

Learning Outcomes:

Students Should be Able to:

- 12.1. Identify physical and cultural features;
- 12.2. Identify and explain the formation of landforms studied in geomorphology;
- 12.3. Determine the direction of river flow;
- 12.4. Identify and explain the variation in land use activities in the mapped areas;
- 12.5. Describe the economic importance of a mapped area with reference to types of farming and settlement patterns.

Suggested Methods:

- Reading analysis and interpretation of maps and photos;
- Use of tone, texture and shadow in the interpretation of photos.

13. Geographic Information Systems

Content:

- GIS, software, hardware;
- Data, database;
- Procedure;
- People;
- Lines;
- Point;
- Polygon;
- Remote sensing;
- Raster data;
- Vector data;
- Spatial data;
- Attribute data;
- Spatial resolution and spectral resolution;
- Buffering, data manipulation.

Learning Outcomes:

Students Should be Able to:

- 13.1. Define concepts;
- 13.2. Describe components of GIS;
- 13.3. Identify line, point, and polygon features on a map;
- 13.4. Identify raster and vector data on a map;
- 13.5. Describe how remote sensing works;
- 13.6. Determine how GIS is used by the government and private sectors.

Suggested Methods:

- Use of models, topographic maps and satellite images;
- Create a paper GIS;
- Refer to examples in atlases.

Theme 1 - Physical Geography

1. Climate and Weather

1.1. Tropical Cyclones

Content:

- Tropical cyclones: general characteristics;
- Conditions necessary for formation;
- Stages of development;
- Weather patterns associated with tropical cyclones;
- Impact of tropical cyclones on human activities and the environment;
- Strategies that help prepare for and manage the effects of tropical cyclones;
- Surface convergence, and upper air divergence;
- Latent heat of condensation;
- Coriolis force, vortex, eye, vorticity.

Learning Outcomes:

Students Should be Able to:

- 1.1.1 Describe general characteristics of tropical cyclone;
- 1.1.2 List and explain preconditions for the development of a tropical cyclone;
- 1.1.3 Explain the stages of a tropical cyclone;
- 1.1.4 Describe and explain the weather patterns associated with tropical cyclones;
- 1.1.5 Evaluate the impact of tropical cyclones on human activities and the environment;
- 1.1.6 Suggest strategies that help prepare for and manage the effects of tropical cyclones.

Suggested Methods:

- Integrate with synoptic weather charts and satellite images;
- Use audio and visual material where available;
- Read a case study of a recent tropical cyclone that affected Southern Africa.

1.2. Subtropical Anticyclones and Associated Weather Conditions

Content:

- Anticyclone, subsidence, divergence, advection, ridging, upper air inversion, stable air;
- Cyclone, convergence, uplift, trough, cut off low, unstable air;
- Berg wind, offshore wind, onshore wind, coastal low;
- Air mass, polar air mass, tropical air mass and moisture front.

Learning Outcomes:

Students Should be Able to:

- 1.2.1 Identify and describe location of subtropical anticyclones that affect South Africa;
- 1.2.2 Describe general characteristics of anticyclonic circulation around South Africa;
- 1.2.3 Explain the influence of anticyclonic circulation on weather and climate with reference to: South Atlantic High, South Indian High and Continental High;
- 1.2.4 Explain the influence of travelling disturbances in South Africa with reference to: moisture fronts, coastal lows and berg winds;
- 1.2.5 Read and explain synoptic weather charts.

Suggested Methods:

- Integrate with synoptic weather charts and satellite images;
- Use audio and visual material where available;
- Use models;
- Read case studies of Berg winds and their impact on the environment in South Africa e.g. Mountain fires in the Western Cape.

1.3. Valley Climates

Content:

- Micro climate;
- Aspect;
- Anabatic wind;
- Katabatic wind;
- Temperature inversion;
- Thermal belt;
- Frost pocket;
- Radiation fog.

Learning Outcomes:

Students Should be Able to:

- 1.3.1. Explain the concept of micro climate;
- 1.3.2. Explain the effect of aspect on temperature in valleys;
- 1.3.3. Explain the effect of local air movement on temperatures in valleys;
- 1.3.4. Explain the effect of valley climates on human activities.

Suggested Methods:

- Use models, sketches and do fieldwork where possible;
- Application of valley climates to topographic and orthophoto maps.

1.4. Urban Climates

Content:

- City climate;
- Heat island;
- Pollution dome;
- Inversion.

Learning Outcomes:

Students Should be Able to:

- 1.4.1. Define and explain the concepts of a heat island and a pollution dome;
- 1.4.2. Describe and explain the causes and the effects of a heat island and a pollution dome;
- 1.4.3. Explain reasons for the differences between rural and urban climates;
- 1.4.4. Discuss strategies to reduce the effects of urban heat islands.

Suggested Methods:

- Use models, sketches and do fieldwork where possible.

2. Geomorphology

2.1. Rock Types

Content:

- Igneous rocks;
- Sedimentary rocks;
- Metamorphic rocks;

Learning Outcomes:

Students Should be Able to:

- 2.1.1. Identify and describe igneous, sedimentary and metamorphic rocks;
- 2.1.2. State their significance.

Suggested Methods:

- Fieldwork, sample collection, displays, media.

2.2. Landforms Associated With Horizontal Strata

Content:

- Horizontal strata;
- Plateau;
- Cap rock;
- Mesa;
- Butte;
- Conical hill.

Learning Outcomes:

Students Should be Able to:

- 2.2.1. Describe the term horizontal strata;
- 2.2.2. Explain the formation and characteristics of a plateau, cap rock, mesa, butte, conical hill.

Suggested Methods:

- Use topographic and orthophoto maps. Refer to diagrams and horizontal photos in the Karoo;
- Create models and understand the cross section thereof.

2.3. Landforms Associated With Massive Igneous Rocks

Content:

- Massive igneous;
- Batholiths;
- Lopolith;
- Dome.

Learning Outcomes:

Students Should be Able to:

- 2.3.1. Describe the term massive intrusive igneous rocks;
- 2.3.2. State the main characteristics of domes;

Suggested Methods:

- Use topographic and orthophoto maps;
- Refer to diagrams and horizontal photos e.g. Paarl and Mbombela areas.

2.4. Drainage Systems in South Africa

Content:

- Drainage basin, catchment area, river system, watershed, tributary, river mouth, source, confluence,
- Water table, surface run-off and groundwater;
- Permanent river, episodic river, exotic river, periodic river;
- Dendritic, trellis, rectangular, radial, centripetal.

Learning Outcomes:

Students Should be Able to:

- 2.4.1. Define drainage basin, drainage pattern, watershed, confluence;
- 2.4.2. Identify the above concepts on topographic maps and orthophoto maps;
- 2.4.3. Identify and describe types of rivers;
- 2.4.4. Identify and describe the reasons for the development of dendritic, trellis, rectangular, radial, centripetal drainage patterns.

Suggested Methods:

- Use models, topographic maps and sketches;
- Identify an alpha numeric area on the topographic map and conduct a drainage system investigation.

2.5. Fluvial Processes - River Profiles

Content:

- Transverse profile;
- Longitudinal profile;
- Graded profile;
- Ungraded profile;
- Temporary base level;
- Ultimate/permanent base level;
- Knick point.

Learning Outcomes:

Students Should be Able to:

- 2.5.1. Identify and describe transverse profile; longitudinal profile;
- 2.5.2. Identify and describe reasons for graded and ungraded profiles and their relationship to different stages of a river.

Suggested Methods:

- Use models e.g. Place a temporary base level in a model of stages of a river to illustrate an ungraded river profile;
- Use sketches and do fieldwork where possible e.g. Study a local river/stream (actual or on a photo or map) and identify the type of river;
- Photograph observations.
- Link transverse profiles to stages of a river.

Theme 2 - Human Geography

1. Settlement

1.1. Rural Settlement

Content:

- Rural settlement;
- Nucleated rural settlement;
- Dispersed rural settlement;
- Site, situation, form;
- Depopulation, push and pull factors.

Learning Outcomes:

Students Should be Able to:

- 1.1.1. Define rural settlement in terms of function;
- 1.1.2. Identify and describe a nucleated rural settlement;
- 1.1.3. Identify and describe a dispersed rural settlement;
- 1.1.4. Distinguish between site and situation;
- 1.1.5. Explain factors influencing site and situation;
- 1.1.6. Explain factors influencing the form of rural settlement;
- 1.1.7. Explain the main reasons for rural depopulation;
- 1.1.8. Describe the consequences of rural depopulation for rural areas.

Suggested Methods:

- Use maps, photos and diagrams;
- Identify the types of rural settlements on a topographic and orthophoto maps;
- Read a case study that illustrates the consequences of rural depopulation and strategies to address that.

1.2. Urban Settlement

Content:

- Processes and characteristics of urbanisation, urban growth, urban expansion;
- Factors influencing site, situation, trade and transport, break of bulk points;
- Specialised cities, junction towns and gateway towns or gap towns.

Learning Outcomes:

Students Should be Able to:

- 1.2.1. Describe the process of urbanisation, urban growth, and urban expansion;
- 1.2.2. Discuss the rate of urbanisation using selected countries;
- 1.2.3. Describe terms: site, function and situation of urban settlements;
- 1.2.4. Explain how urban settlements are classified.

Suggested Methods:

- Use maps, photos and graphs;
- Integrate maps, photograph and diagrams.e.g. locate examples of each type of specialised town on a map of South Africa.

1.3. Land Use and Urban Morphology

Content:

- Land use zones, Central Business District, downtown, transition zone, residential zone, industrial zone, rural urban fringe, concentric sector, multiple nuclei, third world city, western city and South African city;
- Distribution of urban centres, central place, spheres of influence, threshold population and range;
- Urban morphology, street patterns: grid iron, regular, unplanned, irregular, planned irregular and radial;
- Urban problems and solutions: Pollution (air, noise, water, land), congestion, urban sprawl, urban blight and urban planning.

Learning Outcomes:

Students Should be Able to:

- 1.3.1. Identify and explain different land use in an urban settlement;
- 1.3.2. Identify and explain the characteristics of each land use zone;
- 1.3.3. Outline the basic principles of the models of urban structure;
- 1.3.4. Apply urban models to selected cities;
- 1.3.5. Explain concepts listed;
- 1.3.6. Apply concepts to local examples;
- 1.3.7. Define the concept of urban morphology;
- 1.3.8. Identify and describe elements of urban morphology;
- 1.3.9. Describe factors responsible for changes in street patterns, shape and profile;
- 1.3.10. Describe the impact of problems on the urban settlements.

Suggested Methods:

- Use topographic maps, photos, newspapers and diagrams;
- Map reading and case studies;
- Use of maps and photos, e.g. trace street patterns from the topographic maps;
- Read case studies on how selected urban areas are managing urban problems.

2. Economic Geography of South Africa

2.1. Structure of the Economy

Content:

- Primary, secondary, tertiary and quaternary activities;
- Gross Domestic Product.

Learning Outcomes:

Students Should be Able to:

- 2.1.1. Classify economic activities according to the four different types: primary, secondary, tertiary and quaternary activities;
- 2.1.2. Describe and evaluate the contribution made by economic activities to the GDP.

Suggested Methods:

- Use graphs and reports;
- Link to settlement topics.

2.2. The Role of Agriculture

Content:

- The role of agriculture with regard to factors that promote or hinder development;
- Subsistence farming;
- Commercial farming;
- Small scale farming;
- Large scale farming.

Learning Outcomes:

Students Should be Able to:

- 2.2.1. Explain factors favouring and hindering agriculture;
- 2.2.2. Evaluate the changing contribution made by the agricultural sector to the economy of SA;
- 2.2.3. Explain problems and possible solutions;
- 2.2.4. Explain the importance of food security in SA.

Suggested Methods:

- Use graphs, reports and case studies related to food security in South Africa.

2.3. The Role of Mining

Content:

- The role of mining with regard to factors that promote or hinder development;
- Power supply, labour force, raw materials, technology, markets infrastructure and supply of capital;
- Distance/location, Water use, acid mine drainage and labour unrest;
- Main minerals e.g. platinum, gold, coal and diamonds.

Learning Outcomes:

Students Should be Able to:

- 2.3.1. Explain factors favouring and hindering mining;
- 2.3.2. Evaluate the changing contribution made by the mining sector to the economy of SA;
- 2.3.3. Explain problems and possible solutions.

Suggested Methods:

- Use graphs, reports and case studies of one of South Africa main minerals.

2.4. Secondary Activities

Content:

- Core area, infrastructure;
- Industries: heavy, light, raw material orientated, market orientated, footloose, ubiquitous and bridge (break of bulk point);
- Gauteng (PWV) and one other industrial region: Durban-Pinetown, Port Elizabeth-Uitenhage or South-Western Cape.

Learning Outcomes:

Students Should be Able to:

- 2.4.1. Locate the major industrial regions on a map;

- 2.4.2. Identify the dominant industries in the regions;
- 2.4.3. Account for the development of the Gauteng (PWV) as a major industrial area;
- 2.4.4. Describe the Gauteng's (PWV's) importance to the South African economy;
- 2.4.5. Describe the challenges and suggest possible solutions with reference to Gauteng (PWV);
- 2.4.6. Apply the same objectives to the other selected region.

Suggested Methods:

- Use graphs, reports and case studies;
- Compare the PWV with other selected region.

2.5. Tertiary Activities

Content:

- World trade, export, import, balance of payments, balance of trade and the position of South Africa in the world trade system;
- Globalisation and multinational companies;
- Economic development: Centralisation, agglomeration, decentralisation, growth point, reconstruction and Development Programme;
- Informal sector.

Learning Outcomes:

Students Should be Able to:

- 2.5.1. Describe South Africa's position with regard to world trade;
- 2.5.2. Describe the importance of world trade to South Africa;
- 2.5.3. Explain factors affecting SA trade with Africa and the rest of the world;
- 2.5.4. Explain the significance of the balance of payments and balance of trade to the economy;
- 2.5.5. Define the concepts of centralisation and decentralisation;
- 2.5.6. Explain problems associated with centralisation;
- 2.5.7. Describe apartheid and post-apartheid industrial development strategies;
- 2.5.8. Explain the concept and distribution of Industrial Development Zones (IDZs);
- 2.5.9. Define the concept of informal sector;
- 2.5.10. Describe characteristics of informal sector employment;
- 2.5.11. Explain challenges facing informal sector in South Africa.

Suggested Methods:

- Use statistics and graphs;
- Read case studies on South African trade;
- Case studies on two IDZs;
- Case studies to illustrate the informal sector in the South African context.

Part 2 - History

What is History?

History is the study of change in society over time. The study of history enables people to understand and evaluate how the past has an impact on the present.

History is about learning how to think about the past, and by implication the present, in a disciplined way. History is a process of enquiry. It is about how to think analytically and critically about the stories people tell us about the past and how we internalise that information.

Specific Aims of History

The Specific Aims of History are to:

1. Promote human rights and peace by challenging prejudices that involve race, class, ethnicity and xenophobia;
2. Promote an interest in and enjoyment of the study of the past;
3. Develop knowledge, understanding and appreciation of the past and the forces that shape it;
4. Develop the ability to undertake a process of historical enquiry based on skills;
5. Develop an understanding of historical methodology, including historical sources and evidence.

Assessment Objectives

By the End of this Course Students Should be Able to:

1. Deploy knowledge;
2. Recall, select, organise and use historical knowledge in context;
3. Construct explanations and communicate historical knowledge;
4. Understand the past through explanation and analysis of key concepts: causation, consequence, continuity, change and significance within a historical context;
5. Understand key features and characteristics of the periods studied and the relationship between them; and the ability to evaluate causation and historical significance to arrive at a reasoned conclusion;
6. Interpret and evaluate source materials;
7. Understand how aspects of the past have been interpreted and represented in different ways through:
 - i. Comprehending and extracting relevant information;
 - ii. Drawing inferences from given information;
 - iii. Comparing and contrasting different views distinguishing between facts, opinion and judgement;
 - iv. Recognising values and detecting bias;
 - v. Establishing utility of given information; and
 - vi. Drawing conclusions based on a reasoned consideration of evidence and arguments.

Weighting of Levels of Cognitive Demand

The examination paper caters for a range of cognitive abilities of the candidates. The weighting of the cognitive skills will be as follows:

Cognitive Level	Description	Weighting
Level 1	Knowledge / extraction / selection	25%
Level 2	Interpretation	30%
Level 3	Interpret and evaluate information and data from sources, analysis / comparison	30%
Level 4	Evaluation / engage with questions of bias, reliability and usefulness of sources / compare and contrast	15%

Scheme of Assessment

The question paper for History will consist of SECTION A and SECTION B based on the prescribed content framework as contained in the NASCA policy:

Section A: Source Based Questions

Section A consists of TWO source-based questions:

- Question 1: The Cold War
- Question 2: Civil Resistance in South Africa 1970s-1980s

Section B: Essay Questions

Section B consists of TWO essay questions:

- Question 3: Independent Africa 1960S-1970S
- Question 4: Coming Of Democracy to South Africa

Candidates should answer any THREE questions. Each question is out of 50 marks, thus providing a total of 150 marks.

At least ONE must be a source-based question and at least ONE must be an essay question. The THIRD question can either be source-based question or an essay question.

Assessment of Essay Questions

Essays must have a formal structure that includes an introduction, which introduces the point of view or the explanation; a main body, which develops an argument; and a conclusion. Credit will be given for this structure. Candidates will be asked to discuss explain or assess the accuracy of a statement, or to express an opinion.

Candidates will be assessed on their ability to:

- Demonstrate thorough knowledge and understanding of the topic; use relevant information to answer the question;
- Plan and structure an essay;
- Use evidence to support an argument;

- Develop and sustain an independent and well-balanced line of argument; and
- Write logically, coherently and chronologically.

Assessment of Source-Based Questions

Sources will be grouped around a key question. The context of the sources will be provided so that students can use the sources to answer questions. Contextualisation includes the author or creator of the source, the title of the publication, in which the source appeared, and the date and place of publication. Students will therefore have the information to enable them to understand the context and to answer question on for e.g. the reliability or usefulness of each source. All people in cartoons or photographs will be identified. Each source will be a single source; no sources will be combined into a composite source.

Candidates will be assessed on their ability to:

- Demonstrate thorough knowledge an understanding of the topic;
- Extract information from sources;
- Interpret information from sources;
- Identify and compare different perspectives within sources and between sources;
- Explain the different perspectives within the sources in the context of the period studied;
- Draw conclusions about the reliability and usefulness of sources; and
- Synthesise or analyses information from a range of sources.

Content Outline

Allocation of themes and content for examination purposes:

Themes for Source-Based Questions

- Cold War
- Civil Resistance in South Africa 1970s-1980s

Themes for Essay Questions:

- Independent Africa 1960s- 1970s
- Coming of Democracy to South Africa

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THEMES		CONTENT
1.	Cold War	Origins of Cold War
		USSR and USA Creating Spheres of Interest in Europe
		Truman Doctrine; Marshall Plan
		Berlin Crises
		NATO and Warsaw Pact
		Containment: Cuban Crisis
		Cold War in Vietnam (Case study)
2.	Independent Africa 1960s - 1970s	Realisation of Independence
		The Successes and Challenges
		Political
		Economic
		Social and Cultural
		Case Study: Kenya and Tanzania
3.	Civil Resistance in South Africa 1970s-1980s	Introduction: Apartheid in 1960
		Black Consciousness
		1976 Soweto Uprising
		Trade Union Movement
		Tri- Cameral Parliament
		Reaction- Internal and External
4.	Coming of Democracy to South Africa	Negotiations 1990-1994
		Government of National Unity
		Truth and Reconciliation Commission

Theme 1 - Cold War

Overview

The following is to be covered in this topic:

- End of World War II (introduction) - why did a Cold War develop?;
 - Brief explanations of Communism and Capitalism.
- USSR and USA and the creation of spheres of interest:
 - Installation of Soviet-friendly governments in satellite states;
 - USA's policy of containment: Truman Doctrine and Marshall Plan;
 - Berlin Crises from 1949 to 1961;
 - Opposing military alliances: NATO and Warsaw Pact (broadly);
 - Containment: Cuban Crisis;
- Broadening of the Cold War to other spheres of the world: Case study: Vietnam
 - Immediate post-war period in Vietnam;
 - 1957-1965 Struggle in Vietnam between South Vietnamese and Viet Cong;
 - 1965-1969 North Vietnamese-USA struggle;
 - The war from a Vietnamese and USA perspective;
 - 1969-1975 USA withdrawal from Vietnam – impact on USA politics.

Theme 2 - Independent Africa 1960s-1970s

Overview

How did the Cold War period shape international relations after the Second World War?

After the Second World War, there was a struggle between two the world powers. Why was it called the 'Cold' War? The reason lies in the development and threat of new deadlier weapons of nuclear technology that prevented outright open warfare. The Cold War was characterised by conflict through proxy wars, the manipulation of more vulnerable states through extensive military and financial aid, espionage, propaganda, rivalry over technological, and space and nuclear races (Vietnam).

The following is to be covered in this topic:

What were the successes and challenges faced by independent Africa?

- The kind of states that emerged - their aims and visions (political ideologies);
- Political including:
 - Important leaders: Jomo Kenyetta and Julius Nyerere;
 - Legacies of colonialism;
 - Types of government; and
 - Political stability and instability;
- Economic including:
 - Types of economies.
- Social and cultural including:
 - Benefits of independence;
 - Education; and
 - Africanisation;
- Comparative case studies as examples to illustrate the political, economic, social and cultural successes and challenges in independent Africa. The case studies are not meant to be separately examined;
 - Kenya;
 - Tanzania.

Theme 3 - Civil Resistance in South Africa 1970s-1980s

Overview

How was independence realised in Africa in the 1960s and 1970s?

The focus is on the political, economic, social and cultural successes and challenges that African countries faced after independence, illustrated by Kenya and Tanzania.

The following is to be covered in this topic:

- Introduction (not for exam purposes):
 - Nature of the Apartheid state in the 1960s; and
 - Opposition - underground, in prison and in exile.
- The challenge of Black Consciousness:
 - The nature and aims of Black Consciousness;
 - The role of Steve Biko with the emphasis on his ideas and writing (personal complexes are confining; people empower themselves);

- Black Consciousness Movement (BCM);
- Black Consciousness was at first perceived by the government as in accord with Apartheid theories of 'own affairs'; the challenge posed by the ideas of Black Consciousness to the state;
- The 1976 Soweto uprising;
- Causes and influences by Black Consciousness thinking;
- The legacy / influence of Black Consciousness on South African politics.
- Labour movements:
 - Growing power of trade union movement from 1973 - black workers rediscover their power of labour; rapidly growing membership; political membersalliance formed with communities and liberation movements.
- Response to PW Botha's 'reforms':
 - Tri-cameral parliament, new methods of mobilisation; labour's 'rolling mass action'; mass civic action to make the country ungovernable (role of civics, UDF, Mass Democratic Movement, End Conscription Campaign and Black Sash).

Theme 4 - Coming of Democracy to South Africa

Overview

How did South Africa emerge as a democracy from the crises of the 1990s, and how did South Africans come to terms with the Apartheid past?

This topic focuses on the debates around the negotiating process between the ANC and the government; the stalemate in the struggle (in the context of the end of the Cold War); the compromises made on both sides; the need for reconciliation; the context of violence that threatened the negotiating process and the success of the negotiations, which was not the work of one person but rather a team effort on both sides. It concludes with the choices made in the process of coming to terms with the past, and includes investigating:

- Why SA chose the TRC process; and
- A consideration of its alternatives.

The following is to be covered in this topic:

- The negotiated settlement and Government of National Unity:
 - The beginning of the solution: secret negotiations with the ANC-in-exile and negotiations with Mandela; 1989 to 1991: unbanning of organisations; release of political prisoners (Groote Schuur Minute, May 1990); ANC giving up the armed struggle (Pretoria Minute, August 1990); release of Mandela; debates around negotiations, including talks about talks and Chris Hani's objection to the talks; CODESA I; the role of the labour movement in negotiations;
 - Breakdown of negotiations: 'Whites only' referendum - De Klerk solution; violence in the 1990s and debates around the violence; CODESA breaks down; Record of Understanding; Joe Slovo and the Sunset Clause;
 - Multi-party negotiation process resumes: formal multi-party negotiation resumed; murder of Chris Hani; significance to the process; date of elections set;
 - Ongoing violence: attempts to derail negotiations flares up after agreements are reached; AWB invasion of World Trade Centre; St James Massacre; killing at the Heidelberg Tavern;
 - Final road to democracy in 1994: violence again; fall of Mangope and Gqozo and the Bophuthatswana shootings; Inkatha Freedom Party March to Shell House and Shell House Massacre; the Constitution and the Bill of Rights; Freedom Front and IFP join elections; 27 April elections and the Government of National Unity;

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- How has South Africa chosen to remember the past?;
- The Truth and Reconciliation Commission;
- Reasons for the TRC:
 - Various forms of justice: retributive justice and the Nuremberg trials in post-war Germany; restorative justice and the TRC hearings;
 - The debates concerning the TRC:
 - Positive aspects: TRC as an instrument of reconciliation;
 - Amnesty provisions and problems with amnesty;
 - Focus on human rights of 1980s and ignoring institutional violence and the human rights abuses of Apartheid; and
 - Reparations; and
 - Responses of political parties and reasons for the responses to the TRC and the final report of the TRC: National Party, Inkatha Freedom Party and African National Congress.

Recommended Study Hours for Human and Social Sciences

Human and Social Sciences is a 30 credit course, which relates to 300 notional study hours.

It is envisaged that a typical one-year offering of the course will cover 30 weeks, excluding revision and examination time. Students should therefore spend 10 hours per week on Human and Social Sciences. This should consist of 6 hours of face-to-face instruction and 4 hours of self-study. It is also recommended students should do some field work in the Geography component if time permits. Due to time and physical constraints this will have to be done outside of teaching time.

We recommend that Geography and History be studied in parallel, to ensure progressive development within each of these sections.

A suggested time allocation for the course is shown in the table below:

Component	Contact Teaching Time	Self-Study Time
Geography	3 Hours per week x 30 weeks	2 Hours per week x 30 weeks
History	3 Hours per week x 30 weeks	2 Hours per week x 30 weeks
Total Course Hours	300 Notional Hours	

Glossary of Terms Used in Human and Social Sciences

Action verb	What is expected of the candidate in order to gain marks
Account for	Give reasons for/Suggest reasons for
Assess	<ul style="list-style-type: none">• Using all the known facts about the situation• Decide on the significance, value or quality of known facts after carefully weighing the good and bad features
	<ul style="list-style-type: none">• Provide a numerical answer• Show the working especially if two or more steps are involved
Compare	<ul style="list-style-type: none">• Provide a point by point account of the similarities and differences between two sets of information or two areas• Question may also be written as 'List/State/Describe etc' the similarities and differences between

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Contrast	<ul style="list-style-type: none"> • Identify clearly the point(s) of difference • Must use comparative adjectives (e.g. larger than, smaller than, more steep than, less gentle than)
Define	Give a relatively short answer, usually two or three sentences, with a precise meaning of a term
Describe	Give a written factual account of the distinctive features of an item
Discuss	Give a thorough description from different points of view
Draw	Make a sketch of a geographical form include labels to the diagram. A question may be written as 'Using a diagram' or 'Illustrate with a sketch'
Explain	Give a statement as to why something occurs
Evaluate	Weigh the merits and disadvantages of the position taken
How	Prove, demonstrate, show, in what way, to what extent, for what reason, by what means something is achieved
Identify/ Give	Give the details or characteristics of something, to name or point out
Justify	Give an explanation why something is chosen or why it is done in a particular manner or why a particular position/stand is taken
Label/Insert	Place specific names or details to an illustration
List	Identify or name a number of specific features to meet a particular purpose
Locate	Find the place
Match	Connect similar things or things that belong together
Name	State something, to give, to mention
Outline	A general explanation or description of something
Predict	Use your own knowledge and understanding along with information provided to state what might happen next
State	Say something, to write something down
Study	Examine closely, pay special attention to, look carefully at and interpret
Suggest	<ul style="list-style-type: none"> • Write down ideas on, or knowledge of a particular feature • Propose or put forward ideas for consideration • Give an explanatory statement referring to a particular feature or features if question is 'Suggest why' or 'Suggest reasons for'
Why	Provide the cause or reason

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