

2023/24 ANNUAL TEACHING PLANS: HISTORY: GRADE 12 (TERM 1)

| TERM 1 | WEEK 1 | WEEK 2 | WEEK 3 | WEEK 4 | WEEK 5 | WEEK 6 | WEEK 7 | WEEK 8 | WEEK 9 | WEEK 10 | WEEK 11 | | | | | | | | | | | | | | | | |
|---------------------------------------|--|---|--------|--------|--|--|--------|---|--|---------|--|--------------|-------|--|--|---------------------------------------|--|----------------------------------|--|--------------------|--|-----------------------|--|------------------------------|--|--------------------------|--|
| CAPS TOPIC | <p>Revision of skills</p> <ul style="list-style-type: none"> Working with sources Analyse visual and written sources <p>Paragraph writing</p> <ul style="list-style-type: none"> Focusing on informal tasks to consolidate skills | <p>Topic 1: Extension of the Cold War Question focus: The origins of the Cold War in Europe (Source-based question)</p> <ul style="list-style-type: none"> End of Second World War (introduction), why did a Cold War develop? 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, Marshall Plan, the Berlin Crisis 1949-1961, opposing military alliances – NATO and the Warsaw Pact Who was to blame for the Cold War? [Infused throughout the content] <p>Question focus: The Cold War case study: Vietnam (Essay question) 1957–1965 Struggle in Vietnam between the South Vietnamese army and communist-trained rebels (also known as the Viet Cong) 1965 –1969 North Vietnamese – USA struggle (include the nature of the Vietnamese war against the USA) The war from a Vietnamese and USA perspective The war as a global issue 1969 –1975 USA withdrawal from Vietnam (impact on USA politics – student movements)</p> | | | <p>Topic 2: Independent Africa Question focus: Africa in the Cold War Case study: Angola (Source-based question)</p> <ul style="list-style-type: none"> Angola: Colonialism and independence Outbreak of civil war in 1974 (MPLA, FNLA and UNITA) Reasons for and nature of involvement in Angola (USSR, USA, Cuba, China, South Africa), impact on regional stability Significance of the Battle of Cuito Cuanavale 1987 and 1988 Changing nature of international relationships <p>Question focus: How was independence realised in Africa in the 1960s and 1970s Case study: The Congo (Essay question)</p> <ul style="list-style-type: none"> What were the ideas that influenced the Congo? Political (type of leader, legacies of colonialism, type of government, political stability, and instability) Economic (type of economy) Social and cultural successes, challenges that the Congo faced (benefits of independence, education, Africanisation) | | | <p>Topic 3: Civil society protests 1950s-1990s Question focus: The US Civil Rights Movement (Source-based question) Reasons and origins of Civil Rights Movement in the USA Role, impact, and influence of Martin Luther King Jr Forms of protest through civil disobedience: Montgomery bus boycott, sit-ins, marches including to Lincoln Memorial, Birmingham campaign and Selma-Montgomery marches School desegregation: Case study: Little Rock, Arkansas Short-term and long-term gains Question focus: The Black Power movement (Essay question)</p> <ul style="list-style-type: none"> Reasons for the movement Formation of the Black Panther Party Roles of Malcolm X, Stokely Carmichael, Huey Newton and other African American activists Short-term and long-term gains | | | | | | | | | | | | | | | | | | | |
| | INFORMAL AND FORMAL TASKS | <p>A minimum of three informal tasks per week as per CAPS Informal activities should include the following: Understand the content covered, working with sources (understanding the information in sources, analysing, interpreting, evaluating, comparing and ascertaining the reliability, usefulness and limitations of sources Paragraph writing skills (uses evidence and own knowledge to write a coherent paragraph). Essay writing skills: Introduction linked to the question, using the PEEL method How to develop and support and sustain the line of argument Conclusion linked to the introduction and question</p> | | | <p>SBA TASK 1: Topic – The Cold War Question focus: The origins of the Cold War (source-based question) and Vietnam (essay question) Marks: 50 x 2 =100</p> | | | <p>This topic could be taught, and learners be given a research assignment to complete as a task Learners must refer to research skills as contained in a 2014 resource pack 'History SBA – Exemplars – CAPS' Grade 12 that is on the DBE website This document gives a step-by-step approach on how to undertake research</p> | | | <p>SBA TASK 2: Standardised test 1 Section A Source-based questions 1 and 2 Section B Essay questions 3 and 4 Candidates must answer TWO (2) questions, ONE source-based question and ONE essay question Marks: 50 x 2 =100 Diagnostic analysis of results for interventions and feedbacks</p> | | | | | | | | | | | | | | | | |
| CONCEPTS | e.g. Communism, capitalism, containment, brinkmanship | | | | e.g. Independence, colonialism, Marxism, socialism, democracy, passive resistance, human rights, racism, boycott, marches, civil rights | | | | | | | | | | | | | | | | | | | | | | |
| SKILLS | <p>Working with sources: Extraction (according to the source..., quote evidence from the source, definitions, or concepts), interpretation (comment on, explain, what do you think?), comparison of sources, determining the usefulness, reliability of limitations of sources, paragraph writing skills Essay writing: Analysing the question, write an introduction, developing a line of argument and/or conclusion linked to the question</p> | | | | <p>Essay writing: Analysing the question, write an introduction, developing a line of argument and, or conclusion linked to the question Working with source: Extraction (according to the source..., quote evidence from the source, definitions, or concepts), interpretation (comment on, explain, what do you think?), comparison of sources, usefulness, paragraph writing skills</p> | | | | <p>Working with source: Extraction (according to the source..., quote evidence from the source, definitions, or concepts), interpretation (comment on, explain, what do you think?), comparison of sources, usefulness, paragraph writing skills</p> | | | | | | | | | | | | | | | | | | |
| CONTENT COVERAGE | <p>Have I covered: One essay question? One source-based question? Either source-based, essay question? [Minimum]</p> <table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">SOURCE BASED</th> <th style="width: 25%;">ESSAY</th> <th style="width: 25%;"></th> <th style="width: 25%;"></th> </tr> </thead> <tbody> <tr> <td>The origins of the Cold War in Europe</td> <td></td> <td>The Cold War case study: Vietnam</td> <td></td> </tr> <tr> <td>Case study: Angola</td> <td></td> <td>Case study: The Congo</td> <td></td> </tr> <tr> <td>The US Civil Rights movement</td> <td></td> <td>The Black Power movement</td> <td></td> </tr> </tbody> </table> | | | | | | | | | | | SOURCE BASED | ESSAY | | | The origins of the Cold War in Europe | | The Cold War case study: Vietnam | | Case study: Angola | | Case study: The Congo | | The US Civil Rights movement | | The Black Power movement | |
| SOURCE BASED | ESSAY | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Case study: Angola | | Case study: The Congo | | | | | | | | | | | | | | | | | | | | | | | | | |
| The US Civil Rights movement | | The Black Power movement | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | <p>_____ TEACHER signature Date</p> | | <p>_____ DH, SH signature Date</p> | | | | | | | | | | | | | | | | | | | |
| | | | | | | <p>_____ SUBJECT ADVISOR Date</p> | | | | | | | | | | | | | | | | | | | | | |

2023/24 ANNUAL TEACHING PLANS: HISTORY: GRADE 12 (TERM 2)

| INLAND PROVINCES: FS, GP, LP, MP, NC and NW | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| TERM 2 | WEEK 1 | WEEK 2 | WEEK 3 | WEEK 4 | WEEK 5 | WEEK 6 | WEEK 7 | WEEK 8 | WEEK 9 | WEEK 10 | WEEK 11 | | | | | | | | | | | | | | | | |
| CAPS TOPICS | Revision of skills Working with sources Analyse visual and written sources Paragraph writing skills Focusing on informal tasks to consolidate skills This time could also be used to consolidate work done in Term 1 if necessary | Topic 4: Civil Resistance in South Africa: 1970s to 1980 Question focus: The challenge of Black Consciousness to the Apartheid state (Essay question) The nature and aims of Black Consciousness The role of Steve Biko Black Consciousness Movement (BCM) The challenge posed by the ideas of Black Consciousness to the state The 1976 Soweto uprising – briefly, relating to the influence of BCM on the students The legacy of Black Consciousness on South African politics Question Focus: The crisis of Apartheid: Internal resistance (Source-based question) Government attempts to reform apartheid The 1982 Urban Bantu Authorities Act The Tricameral system Internal resistance to reforms Growing power of the trade union movement from 1973 Response to Botha’s ‘reforms’ – new methods of mobilisation (labour’s rolling mass action, roles of civics, UDF, Mass Democratic Movement, End Conscription Campaign and Black Sash) | | | | Topic 5: The coming of democracy to South Africa and coming to terms with the past Question focus: The Truth and Reconciliation Commission (TRC) (Source-based question) <ul style="list-style-type: none"> Reasons for the TRC hearings Focus on various case studies of victims and perpetrators The debates concerning the TRC Positive aspects of the TRC Amnesty – focus on human rights of the 1980s Reparations Responses of political parties to the TRC and the final report of the TRC Focus on various case studies, victims, and perpetrators Question focus: Negotiated settlement and the government of national unity (Essay question) <ul style="list-style-type: none"> Beginning of negotiations 1990 – 1991 Breakdown of negotiations Multi-party negotiation process resumes Ongoing violence Final road to democracy 1994 (27 April 1994 election, the government of national unity [GNU]) | | | Topic 6: The end of the Cold War and new world order to present Question focus: The end of the Cold War and the events of 1989 (Essay question) <ul style="list-style-type: none"> Gorbachev’s reforms in the Soviet Union Eastern Europe (overview or in broad outline – events in Poland, significance of these events on the Soviet Union’s influence in Eastern Europe, Germany, the fall of the Berlin Wall) The disintegration of the Soviet Union Turning point in South Africa (the collapse of the Soviet Union and its impact on South Africa) | | | | | | | | | | | | | | | | | | |
| | | A minimum of 3 informal tasks per week as per CAPS Informal activities should include the following: Understand the content covered, working with sources (understanding the information in sources, analysing, interpreting, evaluating, comparing and ascertaining the reliability, usefulness and limitations of sources, paragraph writing skills (uses evidence and own knowledge to write a coherent paragraph), Essay writing skill: Introduction linked to the question, using the PEEL method, how to develop and support the line of argument, conclusion linked to the question | | SBA Task 3: Research assignment 100 Marks | | June examinations: paper 1 150 Marks Section A: Source-based questions 1: The origins of the Cold War 2: Independent Africa case study –Angola 3: Civil society protest from the 1950’s to the 1970’s: Civil rights movement | | | | Section B: Essay questions 1: The Cold War case study Vietnam 2: Independent Africa: The Congo 3: The Black Power movement | | | | | | | | | | | | | | | | | |
| CONCEPTS | e.g. Black Consciousness, apartheid, resistance, black power | | | | e.g. Democracy, reconciliation, retributive justice, restorative justice, reparation, amnesty | | | | | | | | | | | | | | | | | | | | | | |
| SKILLS | Working with source: Extraction (according to the source..., quote evidence from the source, definitions, or concepts), interpretation (comment on, explain, what do you think?), comparison of sources, usefulness, paragraph writing skills Essay writing: Analysing the question, write an introduction, developing a line of argument and, or conclusion linked to the question | | | | Understand the range of historical sources Extract and interpretation Recognising different perspectives: Different interpretations, evaluation of historical evidence Substantiate an argument Engage critically with issues of the past | | | | | | | | | | | | | | | | | | | | | | |
| CONTENT COVERAGE | Have I covered: One essay question? One source-based question? Either source-based, essay question? [Minimum] | | | | <table border="1"> <tr> <td>SOURCE BASED</td> <td></td> <td>ESSAY</td> <td></td> </tr> <tr> <td>The crisis of Apartheid: Internal resistance</td> <td></td> <td>The challenge of Black Consciousness to the Apartheid state</td> <td></td> </tr> <tr> <td>Question focus: The Truth and Reconciliation Commission (TRC)</td> <td></td> <td>Negotiated settlement and the government of national unity</td> <td></td> </tr> <tr> <td></td> <td></td> <td>The end of the Cold War and the events of 1989</td> <td></td> </tr> </table> | | | | | | | SOURCE BASED | | ESSAY | | The crisis of Apartheid: Internal resistance | | The challenge of Black Consciousness to the Apartheid state | | Question focus: The Truth and Reconciliation Commission (TRC) | | Negotiated settlement and the government of national unity | | | | The end of the Cold War and the events of 1989 | |
| SOURCE BASED | | ESSAY | | | | | | | | | | | | | | | | | | | | | | | | | |
| The crisis of Apartheid: Internal resistance | | The challenge of Black Consciousness to the Apartheid state | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | | The end of the Cold War and the events of 1989 | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | _____ TEACHER signature Date | | _____ DH , SH signature Date | | | | | | | | | | | | | | | | | | | |
| | | | | | | _____ SUBJECT ADVISOR Date | | | | | | | | | | | | | | | | | | | | | |

| INLAND PROVINCES: FS, GP, LP, MP, NC and NW | | | | | | | | | | | |
|---|--|---|---|--|---|---|--|--------|--------|--|---------|
| TERM 3 | WEEK 1 | WEEK 2 | WEEK 3 | WEEK 4 | WEEK 5 | WEEK 6 | WEEK 7 | WEEK 8 | WEEK 9 | WEEK 10 | WEEK 11 |
| CAPS TOPICS | Question focus: A new global world order (Source-based question) <ul style="list-style-type: none"> Defining globalization Balance of power and impact on Africa? Dominance of global capitalism? Emerging economies and different forms of capitalism: BRICS? Responses to globalization | | Revision of essay topics in P2 <ul style="list-style-type: none"> The challenge of Black Consciousness to the Apartheid state Negotiated settlement and the government of national unity The end of the Cold War and the events of 1989 Tips for revision: <ul style="list-style-type: none"> Analyse the essay question Identify relevant content to answer the question Write an introduction linked to the question Use the content to develop a line of argument Write a conclusion relevant to the introduction and question | Revision of source-based topics in P2 <ol style="list-style-type: none"> The crisis of Apartheid: Internal resistance The TRC A new global world order Tips for revision: <ul style="list-style-type: none"> Analysis of sources Concepts Approach to SB questions How to answer complex source-based questions. How to write a coherent and logical paragraph | Revision of essays topics in paper 1 <ol style="list-style-type: none"> The Cold War Case Study: Vietnam Independent Africa: The Congo The Black Power movement Tips for revision: <ul style="list-style-type: none"> Analyse the essay question Identify relevant content to answer the question Write an introduction linked to the question Use the content to develop a line of argument Write a conclusion relevant to the introduction and question | Revision of source-based topics in paper 1 <ol style="list-style-type: none"> The origins of the Cold War Africa in the Cold War: Case study: Angola The US Civil Rights Movement Tips for revision: <ul style="list-style-type: none"> Analysis of sources Concepts Approach to SB questions How to answer complex source-based questions. How to write a coherent and logical paragraph | TASK 6: PREPARATORY EXAMINATION PAPER 1 Marks: 150 Time: 3 hours Learners must answer 3 questions: One source-based question, one essay question and one other source-based or essay question Source-based questions Question 1: The Cold War: The Extension of the Cold War Question 2: Independent Africa case Study -Angola Question 3: Civil society protest from the 1950's to the 1970's: Civil Rights movement ESSAY QUESTIONS Question 4: Case study: Vietnam Question 5: Independent Africa, Congo Question 6: Black Power movement PAPER 2 Marks: 150 Time: 3 hours Answer THREE questions Source-based questions Question 1: The Crisis of Apartheid in the 1980s Question 2: TRC Question 3: The end of the Cold War and the new world order: the events of 1989, globalisation ESSAY QUESTIONS Question 4: The challenge of Black Consciousness to the apartheid state Question 5: Coming of the democracy to South Africa Question 6: The end of the Cold War and the new world order: the events of 1989 Use the instructions as indicated in the NSC QPs | | | Handing in of outstanding SBA Tasks Preparation for final moderation and verification of SBA | |
| INFORMAL ACTIVITIES | Source-based qQuestions Possible activities: <ul style="list-style-type: none"> Drilling content Working with sources – written and visual sources Understanding concepts Approach to responding to different cognitive levels of questions Reliability, usefulness, limitations Paragraph writing Essay writing: Possible activities: <ul style="list-style-type: none"> Analyse the essay question Draw a mind map Write an introduction – three-point plan Developing a line of argument Write a conclusion Change the essay question so that learners can see the approach to all three questions http://tiny.cc/hc8ifz http://tiny.cc/ujeifz | SBA Task 5: Standardised test 2 Source-based questions <ul style="list-style-type: none"> The crisis of Apartheid: Internal resistance The Truth and Reconciliation Commission (TRC) Globalisation Essays The challenge of Black Consciousness to the apartheid state Negotiated settlement and the government of national unity The end of the Cold War and the events of 1989 Candidates must answer TWO (2) questions, ONE source-based question and ONE Essay question Marks: 50 x 2 =100 Diagnostic analysis of results | | | | | | | | | |
| CONCEPTS, SKILLS AND VALUES | Concepts e.g.: Glasnost, Perestroika | Concepts e.g.: Globalisation, capitalism | Concepts: Socialism, Capitalism, Democracy, One Party State | | | | | | | | |
| | Skills: Essay writing: Analysing the question, write an introduction, developing a line of argument and, or conclusion linked to the question | Skills: Different interpretations Evaluation of historical evidence Substantiate an argument Engage critically with issues of the past | Skills: Essay writing: Analysing the question, write an introduction, developing a line of argument and, or conclusion linked to the question | | | | | | | | |