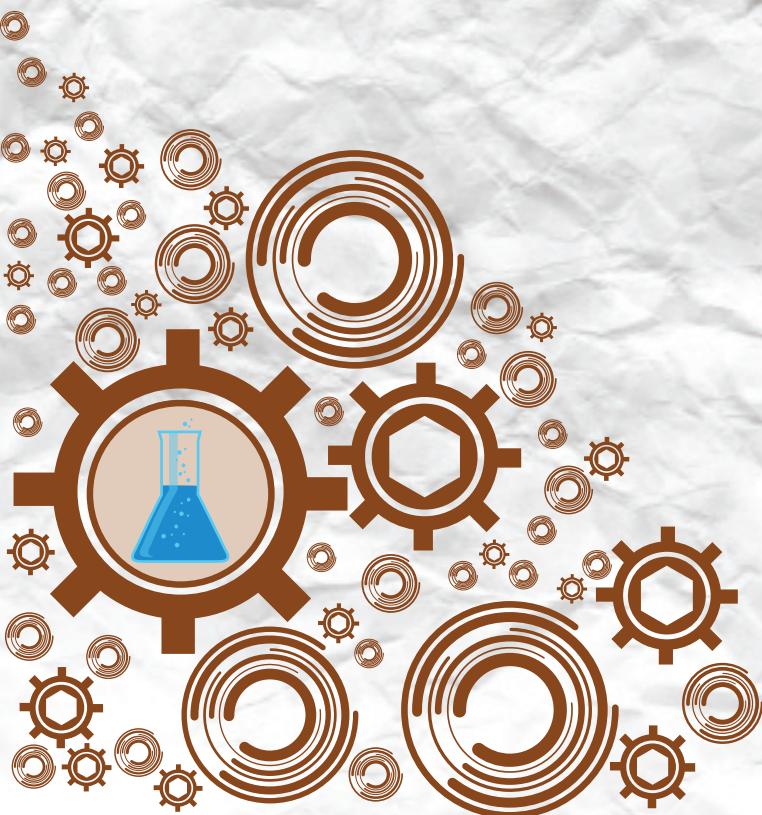


MULTIGRADE TOOLKIT

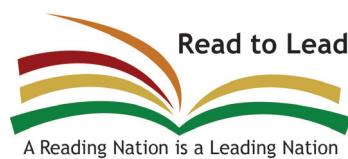
FOR

SOCIAL SCIENCES SENIOR PHASE



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



FOREWORD BY THE MINISTER OF BASIC EDUCATION TO THE MULTI-GRADE TOOLKIT AND TRAINING MANUALS

Initiatives to improve rural schooling need to extend beyond just fixing schools in rural areas, by also contributing to improving the quality of teaching and learning. The need to improve and advance the quality of education in all our schools, including all multi-grade schools, is articulated in the 27 national goals of *Action Plan TO 2014, Towards the Realisation of Schooling 2025*. This includes ensuring that the learner performance is drastically improved in all subjects.

Teachers in rural schools often face unique challenges and therefore have specific developmental needs, one of which is to deal effectively with multi-grade classrooms and a curriculum that is based on a single grade structure. The Report of the Task Team for the Review of the Implementation of the National Curriculum Statement (2009) highlights the fact that no specific training has been provided for teachers teaching multi-grade classes, and there is a lack of support and guidance for these teachers. Many teachers consequently have limited skills in managing different content at different levels and the implementation of the curriculum is therefore largely compromised in these schools.

A large number of children access education through multi-grade schools. In 2011 approximately 26% of schools were reported to have multi-grade classes. Multi-grade schools often have a negative impact on the quality of learning and teaching and learner performance due to the challenges that teachers encounter in the implementation of the curriculum. The Department has made a pledge that as long as multi-grade schools exist in the system focused dedicated service and support must be provided to these schools at all levels.

The Department has launched a number of initiatives in supporting multi-grade schools, such as the following:

- The Training of Teachers in Multi-grade Teaching**

In 2010 the Department appointed the Centre for Multi-grade Education of the Cape Peninsula University of Technology to train teachers and subject advisors in multi-grade teaching. The training helped to capacitate a total of 679 teachers and subject advisors with the requisite skills and knowledge that they needed to effectively and efficiently manage multi-grade classes.

- The Multi-Disciplinary Support Initiatives**

A multi-disciplinary Committee for multi-grade schools was established within the Department of Basic Education to provide a multi-disciplinary approach to effectively address the multi-faceted challenges that are experienced by multi-grade schools throughout the system. The purpose of this committee is to

leverage all initiatives and interventions that are aimed at improving the quality of teaching and learning to benefit all multi-grade schools.

- **Infrastructure Improvement**

The Accelerated Schools Infrastructure Delivery Initiative (ASIDI) is an ongoing programme to implement basic safety norms and standards in school infrastructure in the democratic and modern era of South Africa.

To date the programme has built and completed 99 schools; provided water to 381 schools for the first time; sanitation to 371 schools; connected 289 schools to electricity for the first time; and drew and approved prototypes of small, medium and large rural schools.

The Department of Basic Education has also, in its endeavour to support multi-grade teachers and strengthen the implementation of the curriculum in multi-grade schools, developed the following:

- Training manuals that will be used in the training of teachers in multi-grade teaching. The training will ensure that teachers are capacitated with the requisite skills and knowledge that will enable them to teach effectively and efficiently in multi-grade schools; and
- A multi-grade toolkit wherein General Education and Training curriculum in all subjects is repacked into a format that will be more user friendly to multi-grade teachers.

The multi-grade Toolkit will, amongst others:

- Strengthen the implementation of the curriculum in multi-grade classes;
- Give guidance to teachers on how to approach curriculum delivery in multi-grade settings;
- Enable teachers to plan lessons with ease; and
- Provide teachers with exemplar lesson plans, formal and informal assessment tasks and worksheets in all subjects in the Foundation, Intermediate and Senior Phases.

With the envisaged training of teachers in multi-grade teaching and the implementation of the toolkit in multi-grade schools, improving learner performance in the schools that practice multi-grade teaching is the expected outcome.

Special recognition and acknowledgment is hereby given to all the national and provincial subject specialists and subject advisors who championed the process to develop the multi-grade toolkit and the training manuals.

I invite all provinces to support the multi-grade schools by:

- Training all teachers in multi-grade schools in multi-grade teaching;
- Orientating the teachers on the multi-grade toolkit;
- Implementing the multi-grade toolkit in multi-grade schools; and
- Monitoring the training of the teachers and the implementation of the multi-grade toolkit.

Motshekga
MRS AM MOTSHEKGA, MP
MINISTER
DATE: 12.04.2015

GEOGRAPHY

MULTI-GRADE ANNUAL TEACHING PLAN

Term 1

Week	Grade 7 Topic	Grade 7 Map skills	Grade 8 Map skills	Grade 9 Map skills	Notes to the Teacher
1	Revision of IP activities: The focus should be on consolidating the following concepts & skills: - Sketch maps & routes - Scale (concept & calculations) - Latitude & Longitude (degrees) - The globe (Hemispheres)	Revision of IP activities: The focus should be on consolidating the following concepts & skills: - Sketch maps & routes - Scale (concept & calculations) - Sketch maps & routes - Scale (concept & calculations) - Latitude & Longitude (degrees) - The globe (Hemispheres)	Revision of IP activities: The focus should be on consolidating the following concepts & skills: - Sketch maps & routes - Scale (concept & calculations) - Sketch maps & routes - Scale (concept & calculations) - Latitude & Longitude (degrees) - The globe (Hemispheres)	<ul style="list-style-type: none"> There are concepts which have been taught in the IP phase that are repeated in the SP. The teacher should revise & consolidate these skills & concepts in order for learners to have a solid foundation and understanding of map skills. 	<ul style="list-style-type: none"> There are concepts which have been taught in the IP phase that are repeated in the SP. The teacher should revise & consolidate these skills & concepts in order for learners to have a solid foundation and understanding of map skills.
2-3	Local maps & street maps	Maps and atlases		Contour lines	<p>Grade 7: Introduce learners to street maps. Explain routes and direction between different places. Allow learners to calculate distance on street maps using the scale in all the grades.</p> <p>Grade 8: Teach learners how to work out the grid reference using degrees & minutes. Learners can</p>

<ul style="list-style-type: none"> Using a street map to find places and describe a route 	<p>regional, local)</p> <ul style="list-style-type: none"> Scale Review line and word scales Introduce ratio scales (number scales) Calculate distances between settlements (global and South Africa using different scales) Places in the news (on-going throughout the year 	<p>also use an Atlas index for grid references.</p> <p>Grade 9: Introduce learners to Orthophoto maps. Teach learners the concept of contour lines as well the description of gradient. Learners must be able to identify the colours between Orthophoto map and Topographic maps.</p>
4 -5 Sketch maps and explaining routes	<p>The globe</p> <ul style="list-style-type: none"> Hemisphere (review from Grade 6) The earth's rotation on its-day and night (review) World time, time zones and the international date line revolution around the sun 	<p>1: 10 000 Orthophoto maps</p> <ul style="list-style-type: none"> Vertical aerial photographs (Review Grade 8) Orthophoto images made from aerial photographs How height is shown on orthophoto maps Contour lines on orthophoto maps – identifying features

	Sketch map of local area (Project)	<ul style="list-style-type: none"> South Africa Standard time The earth's revolution around the sun: <ul style="list-style-type: none"> Angle of axis Equinox, solstice and the change in angle of the midday sun Record own observation of land use and kinds of vegetation Show four cardinal compass directions Seasonal changes in lengths of day and night Seasonal temperature changes 	<p>International date line including South African Standard Time, (SAST).</p> <p>Grade 9: Introduce learners to the topographical maps. Explain to the learners the meaning of colours and symbols on topographical maps.</p>
6 - 7	Distance & Scale	<p>Satellite image</p> <ul style="list-style-type: none"> What satellite images look like Information from satellite images-water, vegetation, land use and cloud patterns How satellite images are used 	<p>1: 50 000 Topographic maps</p> <ul style="list-style-type: none"> Read map symbols to identify: natural features on topographic maps ,constructed features on topographic maps Height clues on topographic maps Contour patterns showing river valleys, hills, mountain, ridges and spurs Scale and measuring <p>Grade 7: Learners must use their knowledge on scale to calculate distances using a scale. The teacher will use a string and a ruler to show learners how to measure the distance on a street map.</p> <p>Grade 8: Teach learners the concept of satellite images. What are satellite images and how satellite images look like? What kinds of details are shown on</p>

<ul style="list-style-type: none"> scale) Calculating distances on maps (direct and indirect routes) Use the scale to estimate distances on a given map Check estimates with accurate measurement 	<p>Satellite image(continued)</p> <ul style="list-style-type: none"> How satellite images are used 	<ul style="list-style-type: none"> distance on topographic maps – using line and ratio scales Co-ordinates to locate features <p>Information from maps and photographs</p> <ul style="list-style-type: none"> Interpret information from topographic and orthophoto maps and aerial photographs Describe landscape Identify land use Settlement patterns – identify shape, size, location 	<p>satellite images?</p> <p>Grade 9: Discuss the meaning of colours and symbols on topographical maps. Learners should describe the landscape and identify settlement patterns.</p>
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8-9	<p>Current events</p> <ul style="list-style-type: none"> Places in the news on a world map (on-going throughout the year) Latitude and longitude of places in the news (Review location in degrees) 	<p>Satellite image (continued)</p> <ul style="list-style-type: none"> Information from satellite images – water, vegetation, land use How satellite images work 	<p>Information from maps and Photographs (continued)</p> <ul style="list-style-type: none"> Identify shape, size, location <p>Grade 7: Learners will be consolidating their map skills knowledge by locating current events (local, national and international) on maps.</p> <p>Grade 8: Learners will continue with satellite images. The teacher must emphasize the details shown on satellite images like water, vegetation, and land use and clouds forms.</p> <p>Grade 9: The teacher must provide learners with different types of maps which is Orthophoto and. Topographic map.</p>
10		Revision and Assessment	Informal assessment occurs on an ongoing basis. Formal assessment would be according to the assessment programme provided.

Term 2

Week	Grade 7	Grade 8	Grade 9	Notes to the Teacher
Topic	Volcanoes, earthquakes and floods	Climate and Regions (South Africa and the world)	Surface forces that shape the earth (physical geography)	
1	Revision of IP activities: the focus should be on consolidating the following concepts & skills: - Water Cycle - Difference between weather & climate - Between weather & climate - SA's climate & world climate - Rainfall in SA - SA's climate & world climate - Rainfall in SA	Revision of IP activities: the focus should be on consolidating the following concepts & skills: - Water Cycle - Difference between weather & climate - SA's climate & world climate - Rainfall in SA	Revision of IP activities: the focus should be on consolidating the following concepts & skills: - Water Cycle - Difference between weather & climate - SA's climate & world climate - Rainfall in SA	<ul style="list-style-type: none"> • There are concepts which have been taught in the IP phase that are repeated in the SP. The teacher should revise & consolidate these skills & concepts in order for learners to have a solid foundation in understanding weather and climate related issues.
2-3	Structure of the earth <ul style="list-style-type: none"> • Core ,mantle, crust • How the crust moves: Introduction to tectonic plates and plate movements 	Factors that influence temperature and rainfall <ul style="list-style-type: none"> • Distance from the equator(latitude) • Distance from the sea 	Weathering <ul style="list-style-type: none"> • Concepts of weathering • Physical weathering • Chemical weathering • Biological weathering • Impact of human activities on weathering 	<p>Grade 7: The structure of the earth is a new topic that is being introduced (no related content from the IP). The teacher should introduce and teach this to learners.</p> <p>Grade 8: Learners must be taught new concepts such</p>

	<p>ocean currents mountain (relief)</p>	<p>South Africa's climate</p> <ul style="list-style-type: none"> Physical map of South Africa(review from Grade 5) How each of the above factors influence temperature and rainfall in selected places – such as Beaufort West, Cape Town, Durban, George, Johannesburg, Mbombela, Mmabatho, Mthatha, Port Nolloth, Upington 	<p>Erosion and deposition</p> <ul style="list-style-type: none"> Difference between weathering, erosion and deposition Rivers – features of erosion and deposition along a river course Sea –features of erosion and deposition associated with wave action: the power of wave action and typical landforms Moving ice – features of erosion and deposition associated with glaciated landscapes Wind features of erosion and deposition associated with wind. 	<p>as latitude, altitude and relief.</p> <p>Grade 9: Learners will complete a worksheet on surface forces that shape the earth.</p>
4-5	<p>Volcanoes</p> <ul style="list-style-type: none"> Volcanoes – location around the world(map) Why volcanoes occur 	<p>Grade 7: The location of volcanoes can be linked with the map skills taught in the IP and SP phase. It should be a consolidation of these skills that were taught in the IP and SP phases.</p> <p>Grade 8: Learners are taught data handling skills using South African climate as the content and context.</p> <p>Grade 9: Continue with concepts taught in weeks 2 - 3. Ensure that learners understand the concepts of erosion and deposition.</p>		

6-7	Earthquakes <ul style="list-style-type: none"> Location of earthquakes around the world(map) Causes of earthquakes – link back to plate movements Effects of earthquakes – including injury and loss of life, disease, displacement of people, damage to infrastructure, fires and tsunami Why some communities are at higher risk than others Reducing the impact – preparing for and responding to earthquakes Case study of a selected earthquake. 	Climate around the world <ul style="list-style-type: none"> Difference between weather and climate (review from Grade5) Elements of weather – temperature ,humidity, winds and precipitation Kinds of climate: Tropical, subtropical, temperature, desert, semi – desert, continental, polar, Mediterranean ,tundra and 	The impact of people on soil erosion Human contributions to erosion through agriculture, construction and mining Case study: agriculture as a contributor to erosion	Grade 7: the teacher will provide a map that will be used to identify the location of earthquakes around the world. They can discuss the causes and the effects of earthquakes. Learners do a case-study of a recent earthquake. Grade 8: The teacher explains the elements of weather such as listed in Social Sciences CAPS. Grade 9: Teach learners about the impact of people on soil erosion.
8-9	Floods		Climate around the	The impact of people on

<ul style="list-style-type: none"> • Causes of floods – unusually heavy rain, environmental factors(such as farming, settlement, fires and loss vegetation) and earthquakes(tsunami) • Effects of floods – including injury and loss of life, disease, displacement of people, soil erosion, damage to fields, buildings and infrastructure. • Why some communities are at higher risk than others. • Reducing the impact <ul style="list-style-type: none"> – preparing for and responding to floods. • Case study of selected flood. 	<p>world(continued)</p> <ul style="list-style-type: none"> • high mountain (alpine) • Temperature and rainfall characteristics of different kinds of climate (bar and line graphs) • Climate regions of the world: Map with climate regions <p>Links between climate regions and factors that influence temperature and rainfall</p>	<p>soil erosion(continued)</p> <p>Case study – agriculture as a contributor to erosion</p> <p>Grade 8: Case study based on the links between climate regions and factors that influence temperature and rainfall.</p> <p>Grade 9: Case study on how agriculture contributes to soil erosion.</p>
10	Revision and Assessment	Informal assessment occurs on an on-going basis. Formal assessment would

		be according to the assessment provided
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Term 3

Week	Grade 7 Topic	Grade 8 Topic	Grade 9 Topic	Notes to the Teachers
1	Revision of IP activities: the focus should be on consolidating the following concepts & skills: - Population distribution & density (concepts) - Factors influencing location - Population distribution in SA and around the world - Concepts of rural & urban settlements - Importance of trade (unfair & fair trade)	Revision of IP activities: the focus should be on consolidating the following concepts & skills: - Population distribution & density (concepts) - Factors influencing location - Population distribution in SA and around the world - Importance of trade (unfair & fair trade)	Developmental Issues(South Africa-World)	<p>Revision of IP activities: the focus should be on consolidating the following concepts & skills:</p> <ul style="list-style-type: none"> - Population distribution & density (concepts) - Factors influencing location - Population distribution in SA and around the world - Importance of trade (unfair & fair trade) <p>There are concepts which have been taught in the IP phase that are repeated in the SP. The teacher should revise and consolidate these skills and concepts in order for learners to have a solid foundation in understanding population and trade concepts</p>

2-3	Population concepts <ul style="list-style-type: none"> Birth rates, death rates and population growth rates Infant mortality rates Life expectancy 	Settlement & land use <ul style="list-style-type: none"> Urban settlements Land use within urban settlements – including the central business district, zones for light and heavy industry, residential areas (high-, middle -, and low – income), shopping centres, services and recreation Rural settlements Type of rural settlement – including farming, mining, forestry, fishing 	Development <ul style="list-style-type: none"> Meaning of development – including economic, social and environmental aspects Ways of measuring development The Human Development Index(HDI) – life expectancy, education, per capita GDP 	Grade 7: Learners are introduced to new concepts such as birth rate, death rate and growth rate. Grade 8: Revision on the difference between rural and urban settlements. Identify different types of rural settlements. Grade 9: Explain the concept of HDI to the learners.
4-5	Factors affecting birth rates and death rates <ul style="list-style-type: none"> Disease – Widespread illness such as HIV and AIDS, tuberculosis, malaria, diarrhoea Pandemics of the past 		Land use on aerial photographs and large scale maps <ul style="list-style-type: none"> What aerial photographs look like (oblique and vertical) Information from aerial 	Factors affecting development <ul style="list-style-type: none"> Reasons for differences in development Historical factors – such as colonialism Trade – imbalances,

<ul style="list-style-type: none"> such as Black Death in Europe, smallpox at Cape Town Economic status, family needs, attitudes and beliefs Conflict and wars Government policy (as in China) 	<p>6 - 7</p> <ul style="list-style-type: none"> World population growth Pattern of world population growth from 1 AD to present day (interpreting a line graph) Developments that have affected population growth <p>photos –natural and constructed features</p> <ul style="list-style-type: none"> Identifying land uses in urban settlements (aerial photographs and large-scale maps) Technology and industrialisation Health and welfare Education Political stability <p>unfair trade</p> <ul style="list-style-type: none"> Technology and industrialisation Health and welfare Education Political stability <p>Grade 8: Learners compare oblique and vertical aerial photographs. Learners identify different land uses on the aerial photographs.</p> <p>Grade 9: Discuss factors affecting development and reasons in development.</p> <p>Grade 7: Learners study a graph (from the Atlas or textbook) that shows patterns of world population growth from the past to the current. Learners should identify and explain factors that have led to population growth.</p> <p>Grade 8: Learners do a class activity on aerial photographs.</p> <p>Grade 9: Learners</p>
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		continue with the discussion of the factors affecting development.
8-10	Revision and Assessment	Informal assessment occurs on an ongoing basis. Formal assessment would be according to the assessment programme provided

Term 4

Week	Grade 7	Grade 8	Grade 9	Notes to the Teacher
Topic	Natural resources and conservation in South Africa	Transport and trade (Focus : South Africa and the world)	Resource use and sustainability (Focus : World)	

1	<p>Revision of IP activities: the focus should be on consolidating the following concepts & skills:</p> <ul style="list-style-type: none"> - Water as resource (grade 4) - Water recycling - Mineral resources of South Africa - Concept of renewable & non-renewable resources - What & why people trade - Fair trading <p>Revision of IP activities: the focus should be on consolidating the following concepts & skills:</p> <ul style="list-style-type: none"> - Water as resource (grade 4) - Water recycling - Mineral resources of South Africa - Concept of renewable & non-renewable resources - What & why people trade - Fair trading 	<p>Revision of IP activities: the focus should be on consolidating the following concepts & skills:</p> <ul style="list-style-type: none"> - Water as resource (grade 4) - Water recycling - Mineral resources of South Africa - Concept of renewable & non-renewable resources - What & why people trade - Fair trading 	<p>Revision of IP activities: the focus should be on consolidating the following concepts & skills:</p> <ul style="list-style-type: none"> - Water as resource (grade 4) - Water recycling - Mineral resources of South Africa - Concept of renewable & non-renewable resources - What & why people trade - Fair trading 	<p>There are concepts which have been taught in the IP phase that are repeated in the SP. The teacher should revise and consolidate these skills and concepts in order for learners to have a solid understanding of the concepts of natural resources, renewable and non-renewable resources and trade.</p>
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2-3	<p>Natural resources</p> <ul style="list-style-type: none"> Natural resource on earth – including water, air, forests, soil, animal and marine life Use and abuse of selected examples 	<p>Trade and transport around the world</p> <ul style="list-style-type: none"> Reason for trade (Review from Grade 6) Links between trade and transport – with examples to illustrate Different modes of transport and their uses: sea, air, road, rail and pipelines 	<p>Resource use</p> <ul style="list-style-type: none"> Uses of natural resources – renewable and non-renewable Effect of unwise use of resources Over fishing the oceans Over grazing <p>Grade 7: The teacher focus is on the use of natural resources as well as the effect of misusing them.</p> <p>Grade 8: Link the concept of trade with SA's natural resources as covered in Grade 7.</p> <p>Grade 9: The Grade 9 concept of unwise use of resources can be linked to The grade 7 concept of "Use and abuse of selected examples" of resources.</p>
4-5		<p>Management of resources</p> <ul style="list-style-type: none"> Concept of conservation – including reasons for conservation Purpose and location Case study of a selected area 	<p>Sustainable use of resources</p> <ul style="list-style-type: none"> Concept of sustainable and unsustainable resource use Ways resources may be used sustainably Sustainable fishing Sustainable land use for grazing <p>Grade 7: Teach the concept of conservation and identify an example of a conservation area. Name examples of community projects and encourage learners to start a conservation project at school. Learners do a class activity on eco-tourism.</p>

<ul style="list-style-type: none"> Community conservation projects – examples Eco-tourism – examples 	<ul style="list-style-type: none"> Specialised ships – such as container ships, tankers, passenger liners, bulk carriers for special cargo Links with other transport system – such as road, rail and pipeline Advantages and disadvantages of road and rail transport Requirements for future transport networks. 	<ul style="list-style-type: none"> Role of consumers – individuals, businesses and governments – in choosing more sustainable resource use – such as reducing pressure on resources, lowering carbon footprint. 	<p>Grade 8: Learners use a map to identify major roads, railways, airports and harbours in South Africa</p> <p>Learners do a class activity on a case study of a selected harbour.</p>	<p>Grade 9: Link the concepts of sustainable & unsustainable resources with natural resources as mentioned in Grade 7.</p>
<p>6-7</p> <p>Water in South Africa</p>	<ul style="list-style-type: none"> Who uses South Africa's water (pie graph of water users)? Availability of water and requirement in South Africa River health and the care of catchment areas Disappearing wetlands and why conservation is necessary – case study. 	<p>Food resources</p> <ul style="list-style-type: none"> Concept of food security – local, regional and global examples Role of science and technology in food production Factory farming – raising livestock at high density Genetic modification of crops 	<p>Grade 7: Learners use information from pie graphs to investigate who the main users of water are in the country. Learners also do a case study on disappearing wetlands and answer questions based on the case study.</p>	<p>Grade 8: The teacher leads a discussion on public and private transport modes. The teacher explains transport issues such as pollution, costs and the different public transport strategies.</p>

<ul style="list-style-type: none"> • Responsible use of water resources – agricultural, industrial and domestic users 	<ul style="list-style-type: none"> • Public transport strategies – such as rapid transport systems, subsidised public transport, bus and cycle, park and ride, car – free zones • Sustainable farming – appropriate technologies and farming techniques <p>Grade 9: Explain what a food security is and give examples locally, regionally and globally. Explain to the learners HOW science and technology (including genetic modification of crops) have contributed to increased food production. Discuss sustainable and appropriate farming techniques with the learners. Learners do an activity on food resources.</p>
8 -10	Revision and Assessment

LESSON PLANS: TERM 1

LESSON PLAN - SOCIAL SCIENCES TERM 1			
PHASE: Senior Phase		GRADE: 7 - 9	TASK / PROJECT / TEST / EXAM
DURATION :			
CONTENT: Map skills			
Grade 7	Grade 8	Grade 9	
Map skills: local maps	Maps and globes: (global and local)	Topographic and orthophoto maps	
AIMS		SKILLS	
<ul style="list-style-type: none"> Understand and work with a range of sources- including maps, data and photographs; Have a sound general knowledge of places and the natural forces at work on Earth; Are curious about the world they live in; Observe and engage with phenomena in their own environment; and Communicate ideas and information. 		<ul style="list-style-type: none"> Ask questions and identify issues. Identify and extract information from texts, atlases and sources Use and draw maps, sketches and simple illustrations 	

EXPANDED OPPORTUNITIES PLANNED		RESOURCES
		Atlas, local area map, pictures of landscapes, Globe/ model of the world, magnify glass or sheet for learners with visual impairment,
SUGGESTED GUIDE TO THE TEACHER ON LESSON APPROACH:		<ul style="list-style-type: none"> ❖ Ensure that the classroom is print-rich (all necessary resources for Geography); ❖ Prepare and bring relevant teaching resources material such as landscape models; ❖ Prepare flash cards with relevant words for the lesson, e.g. latitude, longitude, compass contour lines, grid, index, symbol, etc.; ❖ Always engage learners meaningfully in activities that are relevant to the lesson, e.g. use of worksheets to avoid dead time; and ❖ Build on the knowledge and skills learners have acquired in the previous grades.

CONCEPTS:

TEACHER ACTIVITIES	LEARNING ACTIVITIES
Grade 7	<ul style="list-style-type: none"> • The teacher presents an alpha- numeric map of a local area that has an index and asks learners to explain why local area maps are useful. (Local • Learners use the local area map to identify various features on the map. • Learners locate places/ landmarks/ features on a map using alphanumeric. • Learners describe routes between places on a map and use compass

<p>area maps are used to locate and find features, roads and buildings such as schools, churches, post office parks, places of interest, etc.</p>	<ul style="list-style-type: none"> • directions to give relative direction, e.g. north, south, east, west, etc. • Learners work in groups and discuss the importance of local area maps to the following people: <ul style="list-style-type: none"> ○ A tourist ○ A driver of a delivery truck
<ul style="list-style-type: none"> • Explain to the learners why a local area map must have an index as well as the importance of alpha-numeric grid and describe how it can be used to locate places on a map. • Ask learners to use a local area map to describe the route between any two places on a map. Encourage learners to use compass directions. • Ask learners to discuss how local maps can help the following people: <ul style="list-style-type: none"> ○ A tourist ○ A driver of a delivery truck • Ask learners to work in groups and draw a map of an imaginary place and show the following: <ul style="list-style-type: none"> ○ A church, a school, a residential area with streets, museum, a park, a river with a bridge, a grocery store, a bus rank and a main road. ○ The map should have an index, and 8 compass points. • Consolidate the lesson by asking learner to complete worksheet 1. 	

Grade 8 <ul style="list-style-type: none"> Provide learners with a world map or an Atlas and explain the concept of latitude and longitude, using degrees and minutes. Demonstrate to learners on how to use the Atlas index to find places on a map/Atlas. Instruct learners to complete worksheet 1 	<ul style="list-style-type: none"> The learners identify countries and cities on a world map/Atlas and state their location using degrees and minutes. Learners will be observing the teacher's demonstration. Learners complete a Worksheet
Grade 9 <ul style="list-style-type: none"> Use landscape models and maps to introduce the concept of contour lines. Explain to the learners the characteristics and function of contour lines. Instruct learners to draw simple sketch maps using contour lines stating their altitude. Instruct learners to complete worksheet 1 	<ul style="list-style-type: none"> Learners use their own words to define a contour line. Learners discuss the characteristics of contour lines, including index contour lines Learners use simple sketch maps with contour lines and state the altitude of different places/ points. Learners complete a Worksheet
REFLECTION BY THE TEACHER : [after lesson] <ul style="list-style-type: none"> • 	FORMAL / RECORDED ACTIVITIES: Date: <ul style="list-style-type: none"> •

LESSON PLANS: TERM 2

LESSON PLAN - SOCIAL SCIENCES

GEOGRAPHY-TERM 2

PHASE: Senior Phase	GRADE: 7 - 9	TASK / PROJECT / TEST / EXAM						
DURATION : 2 WEEKS		HOUR: 3 Hours						
CONTENT:								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Grade 7 Volcanoes, earthquakes and floods</td><td style="padding: 5px;">Grade 8 Climate Regions (South Africa and the world)</td><td style="padding: 5px;">Grade 9 Surface forces that shape the earth (physical geography)</td></tr> <tr> <td style="padding: 5px;">VOLCANOES-Location around the world</td><td style="padding: 5px;">South Africa's climate</td><td style="padding: 5px;">Erosion and deposition</td></tr> </table>			Grade 7 Volcanoes, earthquakes and floods	Grade 8 Climate Regions (South Africa and the world)	Grade 9 Surface forces that shape the earth (physical geography)	VOLCANOES-Location around the world	South Africa's climate	Erosion and deposition
Grade 7 Volcanoes, earthquakes and floods	Grade 8 Climate Regions (South Africa and the world)	Grade 9 Surface forces that shape the earth (physical geography)						
VOLCANOES-Location around the world	South Africa's climate	Erosion and deposition						

AIMS	SKILLS
<ul style="list-style-type: none"> • Understand and work with a range of sources- including maps, data and photographs. • Have a sound general knowledge of places and the natural forces at work on Earth. • Are curious about the world they live in. • Observe and engage with phenomena in their own environment • Understand the interaction between society and the natural environment • Communicate ideas and information 	<ul style="list-style-type: none"> • Use and draw maps • Identify and extract information from texts, atlases and other sources, including visual sources such as photographs • Read and use sources in order to assimilate information • Use the information to describe, explain and answer questions about people and places and the relationship between the two • Ask questions and identify issues • Discuss and listen with interest • Collect and refer to information (including newspapers, books, websites, etc.) • Through fieldwork • Process, interpret and evaluate data • Consider, synthesise and organise information • Make links between cause and effect; change and continuity • Draw maps, sketches and simple illustrations

EXPANDED OPPORTUNITIES PLANNED		RESOURCES
		Objects and pictures
		Maps, Atlas, globes, and magnify glass or magnifying sheet (for learners with visual impairment), newspaper articles, audio-visual sources.
SUGGESTED GUIDE TO THE TEACHER ON LESSON APPROACH:		
<p>• Ensure that the classroom is print-rich (all necessary resources for Geography)</p> <p>• Make means of bringing along extra material necessary for that particular lesson.</p> <p>• Prepare flash cards with key words (e.g. River and sea erosion and deposition-Gr 7 influencing temperature-Gr 8; volcanoes-Gr 7)</p> <p>• Use charts indicating features of erosion and deposition (Grade 9)</p> <p>• Should have a thoroughly prepared lesson, as creative as possible.</p> <p>• Learners should always be engaged in activities (worksheets) to avoid dead time.</p> <p>• The focus should be on consolidating the following concepts & skills learnt in Intermediate Phase:</p> <ul style="list-style-type: none"> ○ Water Cycle ○ Difference between weather & climate ○ SA's climate & world climate ○ Rainfall in SA 		
CONCEPTS:		
TEACHER ACTIVITIES		LEARNING ACTIVITIES
Grade 7	<ul style="list-style-type: none"> • Educator will explain what a volcano is • Help learners to identify countries on the world map which are prone to volcanic eruptions (Hot spots and Ring of Fire) 	<ul style="list-style-type: none"> • Learners listen and take notes on the description of a volcano • Learners use the world map to identify volcanic activity areas around the world and also use their textbooks to identify Hot spots and the Ring of Fire.

	<ul style="list-style-type: none"> • Discuss reasons for the occurrence of volcanoes using the structure of a volcano from the learner's textbook. • Instruct learners to complete Worksheet 1. 	<ul style="list-style-type: none"> • Learners use the structure of a volcano to discuss reasons why volcanoes occur in pairs or groups. • Learners complete Worksheet 1.
Grade 8	<ul style="list-style-type: none"> • Revise the Physical map of South Africa (review from Grade 5) with learners. • Choose two towns or cities, one town/ city should be closer to the sea and the other town/ city should be inland, e.g. (Cape Town and Musina). • Compare the temperature and rainfall distribution of those two towns. • Instruct learners to do a comparison of other towns using other factors (ocean currents, relief, distance from the equator, height above sea level). • Learners are taught how to read and present information on graphs, using the South African climate. 	<ul style="list-style-type: none"> • Learners participate in the revision process for about 5 minutes. • Learners will be listening and taking notes about the given examples. • Learners interpret the temperature and rainfall distribution graphs of Musina and Cape Town. • Learners work in different groups to describe the remaining factors. Each group is given a factor to discuss and they choose South African towns to compare. (the task is done for 10 minutes and they give a report back to other groups in rotational method) • Learners are given Worksheet 1 to complete.
Grade 9	<ul style="list-style-type: none"> • Differentiate between weathering, erosion and deposition. • With an aid of charts, explain features of erosion and deposition along a river course: <ul style="list-style-type: none"> ○ Features of the upper course of a river (e.g. waterfalls and rapids, 	<ul style="list-style-type: none"> • Learners listen and refer to the flash cards with weathering, erosion and deposition • Learners identify and analyse river erosion features from their textbooks and charts as the teacher explains.

	<ul style="list-style-type: none"> ◦ potholes). ◦ Features of the middle and lower course of a river (flood plain, meanders, meander necks, ox-bow lakes, levees, deltas). <ul style="list-style-type: none"> • Instruct learners to work in groups to identify features of erosion and deposition associated with wave action: the power of wave action and typical landforms. 	<ul style="list-style-type: none"> • Learners work in groups and identify and discuss features of erosion and deposition associated with wave action. 	
	<p>REFLECTION BY THE TEACHER : [after lesson]</p> <ul style="list-style-type: none"> • 		
	<p>FORMAL / RECORDED ACTIVITIES:</p> <ul style="list-style-type: none"> • 	<p>Date:</p>	

LESSON PLANS: TERM 3

LESSON PLAN - SOCIAL SCIENCES GEOGRAPHY-TERM 3			
PHASE:	Senior Phase	GRADE:	7 - 9
DURATION : 2 WEEKS		HOUR:	3 Hours
CONTENT:			
Grade 7	Grade 8	Grade 9	
• World population growth	• Urbanisation	Opportunities for development	
AIMS			
• Understand and work with a range of sources including maps, data and photographs;	• Identify and extract information from texts, atlases and other sources, including visual sources such as photographs;		
• Observe and engage with phenomena in their own environment;	• Process, interpret and evaluate data;		
• Care about their planet and well-being of all who live on it; and	• Engage with issues relating to the planet, its people and resources with knowledge and sensitivity; and		
• Communicate ideas and information.	• Draw maps, sketches and simple illustrations.		
SKILLS			
•	•	•	•
EXPANDED OPPORTUNITIES PLANNED			
	Objects and pictures		
	Maps, Atlas, globes, magnifying glass or magnifying		

	<p>Sheet (for learners with visual impairment), newspaper articles, audio-visual sources.</p>
<p>SUGGESTED GUIDE TO THE TEACHER ON LESSON APPROACH:</p> <ul style="list-style-type: none"> • Ensure that the classroom is print-rich and that relevant content-related resources are available. • Prepare flash cards with key words/ concepts such as sustainable development and alternative development, urbanization, world population growth, scientific developments, etc. • Use graphs, tables and world map for world population growth. • Learners should always be engaged in activities to avoid dead time. • The focus should be on consolidating the following concepts & skills learnt in the Intermediate Phase: <ul style="list-style-type: none"> ○ Population distribution & density (concepts) ○ Factors influencing location ○ Population distribution in SA and around the world ○ Importance of trade (unfair & fair trade) 	
<p>TEACHER ACTIVITIES</p> <p>Grade 7</p> <ul style="list-style-type: none"> • The teacher uses graphs to illustrate the patterns of world population growth. • Explains the causes of the patterns of world population trends • The teacher assist learners to understand developments that have affected population growth • Learners are instructed to complete 	<p>LEARNING ACTIVITIES</p> <ul style="list-style-type: none"> • Learners study a graph (from the Atlas or textbook) that shows patterns of world population growth from the past to the present/current. • Learners listen, take notes and ask questions of clarity • Learners should identify and explain factors that have led to population growth. • Learners complete Worksheet.

	<p>a worksheet on what they have learnt.</p>	<ul style="list-style-type: none"> The teacher gives learners a text on urbanisation and they brainstorm the meaning and discuss among themselves. The teacher distributes tables with percentages of population living in urban areas for different years. Give learners flash cards and learners discuss and classify the pull and push factors. Give learners worksheet to complete. 	<ul style="list-style-type: none"> Learners read the text and brainstorm 'urbanisation' and listen to the teacher as he/she consolidates Learners interpret the tables of urbanization Learners classify pull factors and then push factors using flash cards provided Learners do a class activity on urbanization (Worksheet)
Grade 8	<ul style="list-style-type: none"> The teacher defines the following concepts: equitable trading, alternative industrial development and sustainable development. The teacher explains the advantages and disadvantages of fair and unfair trading in developing countries. Differentiate and gives examples of conventional and alternative development. Learners do an activity. 	<ul style="list-style-type: none"> Learners listen and take notes on those concepts. Learners note down differences between fair and unfair trade and ask questions for clarity Learners compare and contrast conventional and alternative development Learners complete the case study of unfair trade (Worksheet) 	
REFLECTION BY THE TEACHER : [after lesson]			<ul style="list-style-type: none"> FORMAL / RECORDED ACTIVITIES:
<ul style="list-style-type: none"> • 			Date:

LESSON PLANS: TERM 4

LESSON PLAN - SOCIAL SCIENCES
GEOGRAPHY-TERM 4

PHASE: Senior Phase	GRADE: 7 - 9	TASK / PROJECT / TEST / EXAM						
DURATION : 2 WEEKS	HOUR:							
CONTENT:								
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th align="center">Grade 7 Natural resources</th><th align="center">Grade 8 Trade and transport around the world</th><th align="center">Grade 9 Resource use</th></tr> </thead> <tbody> <tr> <td align="left"> <ul style="list-style-type: none"> • Natural resource on earth – including water, air, forests, soil, animal and marine life; and • Use and abuse of selected examples of natural resources </td><td align="left"> <ul style="list-style-type: none"> • Reason for trade (Review from Grade 6); • Links between trade and transport – with examples to illustrate; and • Different modes of transport and their uses: sea, air, road, rail and pipelines. </td><td align="left"> <ul style="list-style-type: none"> • Uses of natural resources – renewable and non-renewable; • Effect of unwise use of resources; • Overfishing the oceans; and • Overgrazing. </td></tr> </tbody> </table>			Grade 7 Natural resources	Grade 8 Trade and transport around the world	Grade 9 Resource use	<ul style="list-style-type: none"> • Natural resource on earth – including water, air, forests, soil, animal and marine life; and • Use and abuse of selected examples of natural resources 	<ul style="list-style-type: none"> • Reason for trade (Review from Grade 6); • Links between trade and transport – with examples to illustrate; and • Different modes of transport and their uses: sea, air, road, rail and pipelines. 	<ul style="list-style-type: none"> • Uses of natural resources – renewable and non-renewable; • Effect of unwise use of resources; • Overfishing the oceans; and • Overgrazing.
Grade 7 Natural resources	Grade 8 Trade and transport around the world	Grade 9 Resource use						
<ul style="list-style-type: none"> • Natural resource on earth – including water, air, forests, soil, animal and marine life; and • Use and abuse of selected examples of natural resources 	<ul style="list-style-type: none"> • Reason for trade (Review from Grade 6); • Links between trade and transport – with examples to illustrate; and • Different modes of transport and their uses: sea, air, road, rail and pipelines. 	<ul style="list-style-type: none"> • Uses of natural resources – renewable and non-renewable; • Effect of unwise use of resources; • Overfishing the oceans; and • Overgrazing. 						

AIMS	SKILLS
<ul style="list-style-type: none"> • Understand and work with a range of sources including maps, data and photographs; • Care about their planet and wellbeing of all who live on it; and • Communicate ideas and information. 	<ul style="list-style-type: none"> • Identify and extract information from texts, atlases and other sources, including visual sources such as photographs; • Engage with issues relating to the planet, its people and resources with knowledge and sensitivity; • Act responsibly towards people and the environment; and • Provide reasoned explanations.

EXPANDED OPPORTUNITIES PLANNED	RESOURCES
	<p>Objects and pictures</p> <p>Maps, Atlas, globes' magnifying glass or magnifying sheet (for learners with visual impairment), newspaper articles, audio-visual sources.</p>

SUGGESTED GUIDE TO THE TEACHER ON LESSON APPROACH:

- Provide extra material necessary for the lesson;
- Thoroughly prepare for lessons and be as creative as possible to accommodate different learning styles;
- Engage learners in activities to avoid dead time;
- The focus should be on consolidating the following concepts & skills learnt in Intermediate Phase:

	<ul style="list-style-type: none"> ○ Water as resource (grade 4) ○ Water recycling ○ Mineral resources of South Africa ○ Concept of renewable & non-renewable resources ○ What & why people trade ○ Fair trading 	
TEACHER ACTIVITIES	LEARNING ACTIVITIES	
Grade 7 <ul style="list-style-type: none"> ● The teacher's focus is on the use of natural resources such as water, air, forests, soil, animals and marine life, as well as the effect of misusing them. ● Use pictures for illustration. Grade 8 <ul style="list-style-type: none"> ● Link the concept of trade with SA's natural resources as taught in Grade 7. ● Learners are asked to name types of resources learnt in Grade 7 and give examples of how they are used and misused. ● Learners make linkages between trade and transport (e.g. different modes of transport identified and the type of products transported depending on their time to perish, weight, and other examples). ● The teacher explains how technology has influenced the transportation of products. 	<ul style="list-style-type: none"> ● Learners listen to the lesson and do the activity on natural resources (Worksheet) ● Learners choose one example of resources learnt in Grade 7 and study it in detail as a form of revision. ● Learners link the way in which different modes of transport such as road, air, rail and water are used to transport different products and goods. ● Complete the activity provided by the teacher (Worksheet) 	

Grade 9	<ul style="list-style-type: none"> The Grade 9 revise the ‘Use and abuse of resources’ of resources. Gives clarity (definitions) of natural resources, renewable and non-renewable resources and other related concepts such as recycling, fossil fuels, etc. Introduces overgrazing and overfishing as examples of misuse/overuse of resources. Assist learners in identifying the causes, effects, consequences and possible solutions of overgrazing and overfishing Instruct learners to complete the worksheet. 	<ul style="list-style-type: none"> Learners respond orally to the teachers’ questions. Learners listen and take notes. They also use flash cards to brainstorm those concepts Learners take notes and refer to their textbooks for the definitions of overgrazing and overfishing. Learners identify the causes, effects and possible solutions to overgrazing and overfishing. Complete Worksheet 1
	REFLECTION BY THE TEACHER : [after lesson]	FORMAL / RECORDED ACTIVITIES: _____

REFLECTION BY THE TEACHER : [after lesson]
FORMAL / RECORDED ACTIVITIES: _____

Date:

HISTORY

MULTI-GRADE ANNUAL TEACHING PLAN

Annual Teaching Plan for multi-grade schools: History Senior Phase

Term 1

Week	Grade 7	Grade 8	Grade 9	Notes to the Teacher
Concept	• Cause and effects (The reasons for events and the results of these events.)			
	The Kingdom of Mali and the city of Timbuktu 14th Century	The Industrial Revolution in Britain and southern Africa from 1860	World War II (1919 – 1945)	<p>Historical sources and evidence: History is not ‘the past’ itself. It is the interpretation and explanation of information from various sources. Evidence is created when sources are used to answer questions about the past.</p>
Weeks 1 – 3	<ul style="list-style-type: none"> • Trade across the Sahara Desert <ul style="list-style-type: none"> ▪ Camel caravans as the means of transport ▪ Goods including salt brought from Europe and North Africa into Mali where they were exchanged for gold, slaves, ivory and ostrich feathers ▪ Spread of Islam across North Africa and into West Africa via traders 9th century 	<p>Changes during the Industrial Revolution in Britain</p> <ul style="list-style-type: none"> ▪ Wealth from slave trade ▪ Economy before the Industrial Revolution: farming economy, cottage industries ▪ What the Industrial Revolution was 	<ul style="list-style-type: none"> • The rise of Nazi Germany <ul style="list-style-type: none"> ▪ End of World War I; Weimar Republic; Treaty of Versailles 1919 and brief summary of German punishments ▪ Hitler and the Nazis 1920s ▪ The Great Depression of 1929 and effects on Germany 	<p>The teacher must explain the causes and effect of these events.</p> <p>In Grade 7, learners discuss the goods that were traded between Europe and North Africa and Mali and the spread of Islam in West Africa.</p> <p>In Grade 8, the learners revise concepts on the transatlantic slave trade from Grade 7. The teacher introduces the concept of Industrial revolution to the learners. Learners look at the differences in the farming</p>

		<p>economies before the industrial revolution.</p> <p>Grade 9 revision of work done on Germany in Grade 8 (World War 1).</p> <p>Learners work with a written source on the end of WW1 and answer questions on the source.</p> <p>Grade 7 & 8 discuss slave trade after which each grade will do an individual activity.</p>	<p>Task must be submitted by the start of week 8</p>
		<p>Issue Formal Assessment Task for Grade 7: Sources based and paragraph writing on relevant content for the first term. Discuss monitoring and final submission dates.</p>	
Weeks 4 - 5	<p>The kingdom of Mali</p> <ul style="list-style-type: none"> ▪ Mali at the height of its power under Mansa Musa early 14th century ▪ Mansa Musa's pilgrimage to Mecca ▪ Construction of the Great Mosque. 	<ul style="list-style-type: none"> ▪ Social changes during the Industrial Revolution <ul style="list-style-type: none"> – Urbanisation and changing living conditions ▪ lives of the working class, including overcrowded housing, poverty and workhouses <ul style="list-style-type: none"> – The mines and factories - child labour in mills and mines ▪ Labour, resistance, the trade union movement and 	<p>Failure of democracy in the Weimar Republic</p> <ul style="list-style-type: none"> ▪ Reasons for public support for Nazi Party and the 1932 and 1933 elections ▪ Enabling Act 1933 and dictatorship (including concentration camps for opponents) ▪ Nuremberg Laws and loss of basic rights of Jewish people 1935 ▪ Persecution of political opponents; Jehovah's <p>Consolidation of cause and effect.</p> <p>Learners need to grasp the consequences of these events which help to explain human behaviour.</p> <p>Grade 7: Read a story about the kingdom of Mali and write a paragraph on what they have read. The teacher should provide learners with leading questions for the paragraph.</p> <p>In Grade 8, learners read</p>

	<ul style="list-style-type: none"> - working class organisations - Swing Riots (agriculture); Luddites (industry) - Grand National Consolidated Trades Union (1833) ▪ Increased power and wealth of Britain and Western European economies 	<p>Witnesses; Roma (gypsies); homosexuals; Slavs; black people; disabled people</p> <ul style="list-style-type: none"> ▪ Nazi Germany as an example of a fascist state (compared with democracy) <p>NB: In Grades 7 & 8, learners should do activities on paragraph writing.</p>	<p>silently about from their textbooks and answer questions in their exercise books.</p> <p>In Grade 9, the teacher discusses the effects of the Treaty of Versailles with the learners and thereafter, learners write an essay.</p> <p>NB: In Grades 7 & 8, learners should do activities on paragraph writing.</p>
Weeks 6 – 7	<p>The city of Timbuktu</p> <p>Leo Africanus, eyewitness stories of his travels</p> <p>2 hours</p> <ul style="list-style-type: none"> - Travel along caravan routes, into the Saharan desert and two visits to Timbuktu ▪ Descriptions of Timbuktu in his book <i>Description of Africa</i> (1550) ▪ Timbuktu as a trade 	<ul style="list-style-type: none"> • Southern Africa by 1860 <ul style="list-style-type: none"> ▪ Map and brief description of political settlement ▪ Indentured labour from India to work on sugar plantations in British colony of Natal ▪ India as a British colony ▪ Reasons why labour was imported: Zulu kingdom was still independent ▪ Reasons for demand for sugar in Britain ▪ Conditions under which indentured labourers 	<ul style="list-style-type: none"> • World War II: Europe <ul style="list-style-type: none"> ▪ Nazi's aggressive, expansionist foreign policy for lebensraum (very briefly) ▪ Outbreak of World War II: Axis vs. Allies ▪ Extermination camps and genocide, the Holocaust, and the 'Final Solution' ▪ Examples of resistance to Nazism in Germany ▪ Sophie Scholl and the White Rose Movement ▪ Dietrich Bonhoeffer

	centre on the trans-Saharan caravan route	lived and worked • Passenger Indians 1869 onwards.	and the Confessing Church.	
Weeks 8 – 9	• Goods coming from the Mediterranean shores and salt being traded in Timbuktu for gold	<ul style="list-style-type: none"> • Diamond mining in Kimberley 1867 onwards <ul style="list-style-type: none"> - Why diamonds are valuable - British take-over of diamond-rich land in Griqualand West - Diamond-mining and the development of a monopoly: one person one claim; what happened to black claimholders; problems related to digging deeper; the formation of companies; Cecil John Rhodes and Barney Barnato; the formation of De Beers Consolidated Mines Limited; regulating supply and the price of diamonds 	<ul style="list-style-type: none"> • Warsaw Ghetto Uprising Europe. ▪ End of World War II in Europe. 	Formal Assessment Task on paragraph writing and source-based activity must be submitted by Grade 7 learners.
Week 10	<ul style="list-style-type: none"> ▪ Timbuktu as a centre of learning ▪ Mathematics, chemistry, physics, optics, astronomy, medicine, history, geography, the traditions of Islam, government laws and much more • Timbuktu Manuscripts Project and South African collaboration • Why Timbuktu is a World Heritage Site 	<p>World War II in the Pacific 2 hours</p> <ul style="list-style-type: none"> ▪ America in the War vs. Japan: Pearl Harbour <ul style="list-style-type: none"> -Japanese Americans forcibly moved into internment camps in USA -Japanese expansion and atrocities in China -Japanese prisoner-of-war camps for Allied soldiers 	Teach and consolidate the concept of cause and effect with the content per grade.	
				Revision & Consolidation

Term 2

Week	Grade 7	Grade 8	Grade 9	Notes to the Teacher
Concept	<ul style="list-style-type: none"> Cause and effect (The reasons for events and the results of these events.) Change and continuity (Over a period of time it is possible to contrast what has changed and what has remained the same.) 			
	The Transatlantic slave trade	The Mineral Revolution in South Africa	The Nuclear Age and the Cold War (1945 – 1990)	<p>Historical sources and evidence: History is not ‘the past’ itself. It is the interpretation and explanation of information from various sources. Evidence is created when sources are used to answer questions about the past.</p>
Weeks 1 – 2	• West Africa before the European slave trade	<ul style="list-style-type: none"> • Britain, diamond mining and increasing labour control and land expansionism ▪ Increasing control over black workers: closed compounds and migrant labour ▪ Further land dispossession and defeat of African kingdoms: Xhosa 1878 and Pedi and Zulu 1879 	<ul style="list-style-type: none"> • Increasing tension between the Allies after the end of World War II in Europe <ul style="list-style-type: none"> ▪ USSR (communism) vs. USA and West (capitalism) 	<p>In Grade 7, the teacher revises the concepts on slavery and trade dealt with in Term 1 under trade across the Sahara desert.</p> <p>In Grade 8 the learners read from the textbook and answer the questions.</p> <p>In Grade 9, learners study the cartoons on the content and interpret the information from the visual sources.</p>

Weeks 3 – 4	<ul style="list-style-type: none"> • The nature of slavery in West Africa before Europeans • Slavery in the American South <ul style="list-style-type: none"> ▪ Plantations: tobacco, rice, sugar cane and cotton ▪ Reasons for using slave labour ▪ How slaves were captured, sold and transported from West Africa ▪ Slave markets ▪ Numbers of slaves that were taken to America ▪ What happened to the raw materials that slaves produced 	<ul style="list-style-type: none"> • Deep-level gold mining on the Witwatersrand 1886 onwards <ul style="list-style-type: none"> ▪ Why gold is valuable - 1 hour ▪ The discovery and mining of deep level gold on the Witwatersrand <ul style="list-style-type: none"> • How gold is mined • Conditions • Underground • The Randlords and the formation of the Chamber of Mines ▪ Migrant workers (more systematic control and borrowing of compound system from Kimberley) 	<p>• End of World War II in the Pacific : Atomic bombs and the beginning of the Nuclear Age</p> <ul style="list-style-type: none"> ▪ When, where, why and how did World War II come to an end? ▪ Why did the USA drop the bombs? ▪ Was it justified? • Definition of the superpowers and the meaning of 'Cold War'. <p>Weeks 5 – 8</p> <ul style="list-style-type: none"> • The impact of the transatlantic slave trade on slaves 6 hours ▪ What it was like to be a plantation slave in the American South <ul style="list-style-type: none"> • Slave culture in songs and stories • Resistance to
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	<p>slavery: individual responses, e.g. sluggishness, passivity, indifference, shirking, alcoholism, flight, suicide, arson, murdering owners</p> <ul style="list-style-type: none"> • Rebellion against slavery • Nat Turner's revolt 1831 • Joseph Cinque and the Amistad Mutiny 1839 • The Underground Railroad (an informal network of secret routes and safe houses used by escaping slaves) • Harriet Tubman: slave who escaped to freedom, and helped other slaves to escape <p>Johannesburg</p> <p>the teacher. Learners write paragraphs (grade 7) and essays (grades 8 & 9) on the content that the teacher has discussed with them.</p> <p>Grade 7 and 8 learners discuss the impact of slavery and mining on family life.</p> <p>Formal teaching in Grade 9.</p>
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	<ul style="list-style-type: none"> The story of John Brown and his mission to abolish slavery. 	<ul style="list-style-type: none"> The impact of the transatlantic slave trade on the economies of: <ul style="list-style-type: none"> West Africa America and Britain Gains for America and Britain and negative impact on West Africa 	<ul style="list-style-type: none"> The Mineral Revolution as a turning point in South African history <ul style="list-style-type: none"> The shifting balance of power: defeat of the Boer Republics 1902; African Political Organisation (APO) 1902; Transvaal Indian Congress (TIC) 1903; Bambatha Rebellion 1906; Union 1910; formation of South African Native National Congress (SANNC) 1912 (later renamed ANC); Satyagraha Campaign of 1913 – 1914; Land Act 1913 Map of Southern Africa in 1913 compared with 1860 	<ul style="list-style-type: none"> The end of the Cold War 1989 <ul style="list-style-type: none"> The fall of the Berlin Wall 1989 The fall of the Soviet Union (very briefly) 1991 	<p>Consolidation of content.</p> <p>Grades 7 draw a comparison between the slave trade between the different countries.</p> <p>Grade 8 learners revise Mineral revolution.</p> <p>Grade 9 learners do a class activity from the textbooks.</p>
					REVISION MID – YEAR EXAMINATION Examination paper have to cover the work that was dealt with in term 1 and 2

Term 3

Week	Grade 7	Grade 8	Grade 9	Notes to the Teacher
	<ul style="list-style-type: none"> Cause and effects (The reasons for events and the results of these events.) Change and continuity (Over a period of time it is possible to contrast what has remained the same.) Time and chronology (History is studied and written in sequence. It is important to be able to place events in the order in which they happened in time, and to consider their context. Timelines are often used to develop this concept.) 	Colonisation of the Cape in the 17th and 18th centuries	The scramble for Africa: late 19th century	Historical evidence: History is not ‘the past’ itself. It is the interpretation and explanation of information from various sources. Evidence is created when sources are used to answer questions about the past.
			Turning points in South African history 1948 and 1950s	Task must be submitted by the start of week 9
Weeks 1 – 2	<ul style="list-style-type: none"> Indigenous inhabitants of the Cape in 17th century Where African farmers were settled (to the east of the Cape because of the 	<ul style="list-style-type: none"> European colonisation of Africa in the late 19th century <ul style="list-style-type: none"> Africa before European colonisation Map of Africa 1800 Berlin Conference 1884 	<ul style="list-style-type: none"> The Universal Declaration of Human Rights after World War II Definition of racism <ul style="list-style-type: none"> Human evolution and our common ancestry* Apartheid and the myth of ‘race’ 	Introduce the concept of Time and chronology and reinforce the other concepts of terms 1 and 2. Grade 7 learners complete a worksheet of grade 5 to see what knowledge they still remember from Grade 5

<p>climatic constraints of sorghum and millet: settled in the summer rainfall areas that received around 500mm of rain over the summer growing season)</p> <ul style="list-style-type: none"> - Map of Africa (showing different colonising countries) - Causes of colonisation - Patterns of colonisation: <ul style="list-style-type: none"> which countries colonised which parts of Africa - Why European powers were able to colonise Africa so quickly - Results of colonisation 	<p>Oral History Project</p> <p>Due to smaller populations in the rural and farming communities, learners can work in groups to interview community members/ elders/ care givers/ parents/ farm owners/ business people in their communities to find out how they experienced some of the Apartheid laws. Findings of the interviews should however be done individually.</p> <p>Step 1 of the OHP:</p> <p>Provide learners with information on the Apartheid laws, including information on military conscription.</p> <p>Conduct mock interviews with learners in order to prepare them for the OHP interviews.</p> <p>Hand out the following:</p> <ul style="list-style-type: none"> Interview letters Rubric to assess the OHP Submission date for the project. 	<p>(baseline assessment).</p> <p>Grade 8 do map orientation of countries according to the 1800 Map of Africa and explain why European powers wanted to colonise Africa.</p> <p>Grade 9: Learners discuss and write down what they think their rights are and then compare it with the declaration of Human Rights. (Textbook)</p> <p>The teacher provides learners with activities per grade or they can do activities from the textbook.</p>
<p>Weeks 3 – 4</p> <p>Dutch settlement</p> <ul style="list-style-type: none"> • Reasons for the VOC (DEIC) permanent settlement at the Cape 	<ul style="list-style-type: none"> • 1948 National Party and Apartheid ▪ Racial segregation before Apartheid 	<p>Learners need to show how events follow on each other in the order in which they happen (chronologically)</p>

<p>1652</p> <ul style="list-style-type: none"> • Results of the Dutch – Slaves at the Cape – Why slaves were brought to the Cape – Where the slaves came from – How slaves were brought to the Cape – What it was like to be a slave at the Cape 	<ul style="list-style-type: none"> ▪ Main apartheid laws in broad outline <ul style="list-style-type: none"> – Case study: Group Areas Act: Sophiatown forced removal – Case study: Bantustans: Forced removal: People of Mogopa to Bophuthatswana. <p><u>Step 2 of the OHP:</u></p> <p>Ask learners to work in groups to formulate 10 key questions for their interviewees. Guide learners on the types of questions they can ask. Interviews should be conducted during weeks 3 and 4 of the term.</p>
<p>Weeks 5 – 6</p>	<ul style="list-style-type: none"> • Case Study: The Ashanti kingdom <ul style="list-style-type: none"> ▪ The coast of West Africa before the arrival of Europeans ▪ The Ashanti and their early contact with European traders and explorers ▪ The British and the colonisation of the Gold Coast <p>Results of colonisation for Ashanti kingdom and Britain and the development of the Afrikaans language</p>

<ul style="list-style-type: none"> ■ Free burghers; Dutch and French Huguenot immigration to the Cape ■ Expanding European frontiers <ul style="list-style-type: none"> – The movement of trekboers with their slaves inland – Lifestyles and stories of trekboers ■ Land dispossession and consequences for the indigenous population <ul style="list-style-type: none"> – Genadendal: the first mission station in Southern Africa 1738 – The work of William Bleek and Lucy Lloyd <p>Weeks 9 – 10</p>	<p>(including the influence of Mahatma Gandhi)</p> <ul style="list-style-type: none"> ■ Freedom Charter and Treason Trial ■ Women's March <ul style="list-style-type: none"> – Brief biographies: Helen Joseph and Lillian Ngoro and their roles in resistance to apartheid. <p>Steps 3- 4 of the OHP: Learners work individually to consolidate the findings of the interview. The findings should be presented as a coherent story of about 600 words (about 2 pages).</p> <p>Oral history and research project: Suggested topic: How apartheid affected people's lives and how people responded: Research any apartheid law, and interview a person who was affected by that law and determine how he or she responded.</p> <p>Step 5 of the OHP: The interview questions and answers, the story and their</p>
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		reflections on the experience of doing the project should be submitted for evaluation.
REVISION		

Term 4

Week	Grade 7	Grade 8	Grade 9	Notes to the Teacher
Topic	<ul style="list-style-type: none"> Cause and effects (The reasons for events and the results of these events.) Change and continuity (Over a period of time it is possible to contrast what has changed and what has remained the same.) Time and chronology (History is studied and written in sequence. It is important to be able to place events in the order in which they happened in time, and to consider their context. Timelines are often used to develop this concept.) <p>Historical sources and evidence: History is not ‘the past’ itself. It is the interpretation and explanation of information from various sources. Evidence is created when sources are used to answer questions about the past.</p>	<p>Co-operation and conflict on the frontiers of the Cape Colony in the early 19th century</p>	<p>World War I (1914 – 1918)</p> <p>Turning points in South African history 1960, 1976 and 1994</p>	<p>Historical sources and evidence: History is not ‘the past’ itself. It is the interpretation and explanation of information from various sources. Evidence is created when sources are used to answer questions about the past.</p>
Weeks 1 – 2	<ul style="list-style-type: none"> Arrival of British and the expanding frontiers of European settlement 	<ul style="list-style-type: none"> Reasons why World War I broke out 	<ul style="list-style-type: none"> 1960: Sharpeville massacre and Langa march <ul style="list-style-type: none"> Formation of PAC 1959 Causes, leaders, events, short-term and longer-term consequences 	<p>Grade 7 learners read the piece on the effect of the arrival of the British in the Cape and discuss it in their groups.</p> <p>Grade 8 learners' looks at the immediate causes that led to World War 1 and complete the activity in the</p>

	Austria at Sarajevo ▪ Countries in Europe which fought: Allied Powers vs. Central Powers	textbook. Grade 9 learners work on the causes of the Sharpeville massacre and what the PAC and ANC hope to achieve by holding anti-pass campaigns.
Weeks 3 – 4	• The Eastern frontier of European settlement • Aspects of experiences in World War I	<ul style="list-style-type: none"> • 1976: Soweto uprising <ul style="list-style-type: none"> ▪ Causes, leaders, events of 16 June, spiralling events that followed throughout the country, longer-term consequences for resistance and repression
Weeks 5 – 6	<ul style="list-style-type: none"> ▪ Frontier wars on the eastern frontier of European settlement <ul style="list-style-type: none"> – Case study: Chief Maqoma (1798 – 1873) and Xhosa resistance to British rule ▪ Soldiers and officials – Case study: Andries Stockenström (1792 – 1864) and his involvement on the Eastern frontier of European settlement ▪ British immigration ▪ Abolition of slavery 	<p>Grade 7: Learners are giving case studies on Chief Andries Stockenström and the lives of inboekselings. Learners are answer questions on the different case studies. Leaner does also write an essay on one of these content areas. (The concepts that were done through the terms must be taken into consideration when writing the essay).</p> <p>Grade 8: Teacher discusses the different aspects of World War 1 with the learners before they analyses the different sources on propaganda and complete the activities in the textbook.</p> <p>Grade 9: The learners work</p>

	<ul style="list-style-type: none"> ▪ Boers migrate and move into the interior: – Case study: The lives of inboekselings 	<p>with the sources on the Soweto uprising in which they need to identify cause and effect where after they write an essay on the content. (The concepts that were done through the terms must be taken into consideration when writing the essay).</p>	<p>Provide all learners with sight words on the content they will be dealing during these weeks e.g. regime; manufactured; campaign; missionaries; workplace; repression; resistance.</p>	<p>Grade 7: The teacher teaches content to the learners after which they will do the activities in the textbook as well as writing a paragraph.</p>	<p>Grade 8: Learners discuss the role of the women in their household before they are guided through sources about the role women in WW1</p>	<p>Grade 9: Learners continues</p>
Weeks 7 – 8	<ul style="list-style-type: none"> • The northern frontier of European settlement 	<p>• Women in Britain during World War I</p> <ul style="list-style-type: none"> ▪ Changing roles of women in the workplace in Britain in World War I ▪ Emily Pankhurst and the campaign for the vote for women in Britain ▪ Kora and Griqua (groupings of people of mixed descent and runaway slaves who had escaped from the Colony): traded manufactured goods, tobacco and pack oxen from the Cape ▪ The southern borders of the Tswana world*: traded ivory, hides, skins and furs, iron 				

	and copper with Kora and Griqua	with the Soweto uprising.
Weeks 9 – 10	<ul style="list-style-type: none"> ▪ Missionaries and traders Case study: Robert Moffat (1795 – 1883) at Kuruman <ul style="list-style-type: none"> • The defeat of Germany and the Treaty of Versailles (to be picked up again in Grade 9) 	<p>• 1990: Release of Nelson Mandela and the unbanning of liberation movements</p> <ul style="list-style-type: none"> ▪ Events leading to 1994 election (in broad outline) <ul style="list-style-type: none"> – Internal resistance and repression 1980s – External pressure on the apartheid regime 1980s – End of Cold War 1990 – Unbanning of political movements 1990 – Release of Mandela and other political prisoners 1990 – Negotiations and violence 1990 – 1994 – Democratic election 1994. <p>Grade 7: Learners are giving a case study on Robert Moffat and answer the questions on the case study. They then write an essay on the content of the case study. (The concepts that were done through the terms must be taken into consideration when writing the essay).</p> <p>Grade 8: Learners read a source on Germany and the Treaty of Versailles and answer questions on the content.</p> <p>Grade 9: Learners do read a source on resistances in 1980 to the democratic elections in 1994 and answer questions on the content.</p> <p>The examination paper has to cover all content topics from terms 1 to 4.</p>
		END of YEAR EXAMINATION

LESSON PLANS:

TERM 1

MULTI-GRADE LESSON GRADES 7-9

GRADES: 7-9	DISCIPLINE: HISTORY	DURATION:	
AIMS: Finding a variety of kinds of information about the past. - Selecting relevant information		Skills: Being able to bring together information from different sources, e.g. pictures, cartoons, books, magazines, newspapers, websites, etc. - Being able to decide about what is important information to use - Choosing information for a particular history topic. - Writing a paragraph.	
RESOURCES: Map of the world, Map of Africa showing the trade route.	Map of the world		Map of the world
CONTENT:			
GRADE 7	GRADE 8	GRADE 9	
The kingdom of Mali and the city of Timbuktu 14 th Century •Trade across the Sahara	The Industrial Revolution in Britain and southern Africa from 1860. •Changes during the Industrial Revolution in Britain.	World War II (1919 – 1945) •The rise of Nazi Germany	
KEY QUESTION: How did people in ancient civilization live?	KEY QUESTION: How did the industrial revolution change society?	KEY QUESTION: How did democracy fail in Germany?	
TEACHER AND LEARNER ACTIVITIES			
The teacher introduces the lesson to all the three grades by explaining			

- historical concepts, i.e.
- In history we deal with events as they happened over time.
(Chronology and time)
 - We also deal with what triggered (caused) the events, and what was the aftermath (results). (Cause and effects)
 - What in society was changed by these events and what has stayed the same. (Change and continuity)

Round 1: The teacher works with the grade 7, while the grades 8 and 9 are working independently.

The teacher present the lesson on 'trade across the Sahara Desert':

- Learners are shown the position of Sahara, Mali and Europe trade route on the map
- Camel caravans as means of transport.
- Goods brought from Europe and North Africa into Mali.
- The spread of Islam across North Africa into West Africa.

The learners do revision on slavery by answering questions from the worksheet.

The learners read the text on the end of WW1 and the Treaty of Versailles. They discuss and answer questions on the worksheet.

Round 2: Rotation: The grades 7&9 are working independently while the teacher is busy with the grade 8.

.The learners read the textbook searching for answers to the questions in the worksheet.

The teacher presents the lesson to the grade 8's.

- The teacher explains the words 'Industrial Revolution'
- The learners point the position of Britain on the map of the world.
- Wealth from the

The teacher provides the learners with answers to the worksheet and the learners exchange books, mark one another and re-exchange books and do corrections

	<p style="text-align: center;">slave trade</p> <p style="text-align: center;">-Economy before the Industrial Revolution.</p>	
Round 3: Rotation: The grades 7&8 work independently while the teacher works with the grade 9		
The learners are given a source to study, discuss in pairs and answer the questions from the worksheet.	The learners study and compare the pictures of life in Britain before the Industrial Revolution and after. They identify the differences by answering questions on the worksheet.	<p>The teacher presents the lesson on</p> <ul style="list-style-type: none"> • Hitler and the Nazi's -Learners point to the different countries in Europe on the map. -How Hitler came into power -The Great Depression of 1929 and its effects
Consolidation: Learners are given homework.		

MULTI-GRADE LESSON GRADES 7-9

GRADES: 7-9	DISCIPLINE: HISTORY	DURATION:	
AIMS: <ul style="list-style-type: none"> • Finding a variety of kinds of information about the past • Selecting relevant information 		Skills: <ul style="list-style-type: none"> • Being able to bring together information from different sources, e.g. pictures, cartoons, books, magazines, newspapers, websites, etc. • Being able to decide about what is important information to use • Choosing information for a particular history topic. • Writing a paragraph. 	
RESOURCES: Map of the world, Map of Africa showing the trade route.		Map of the world	Map of the world
CONTENT:			

GRADE 7	GRADE 8	GRADE 9
<p>The kingdom of Mali and the city of Timbuktu 14th Century</p> <ul style="list-style-type: none"> • Trade across the Sahara 	<p>The Industrial Revolution in Britain and southern Africa from 1860.</p> <ul style="list-style-type: none"> • Changes during the Industrial Revolution in Britain. 	<p>World War II (1919 – 1945)</p> <ul style="list-style-type: none"> • The rise of Nazi Germany
<p>KEY QUESTION: How did people in ancient civilization live?</p>	<p>KEY QUESTION: How did the industrial revolution change society?</p>	<p>KEY QUESTION: How did democracy fail in Germany?</p>
TEACHER AND LEARNER ACTIVITIES		
<p>The teacher introduces the lesson to all the three grades by explaining historical concepts, i.e.</p> <ul style="list-style-type: none"> • In history we deal with events as they happened over time. (Chronology and time) • We also deal with what triggered (caused) the events, and what was the aftermath (results). (Cause and effects) • What in society was changed by these events and what has stayed the same. (Change and continuity) 		
<p>Round 1 - Rotation: The teacher works with the Grade 7, while the grades 8 and 9 are working independently.</p>		
<p>The teacher presents the lesson on 'trade across the Sahara Desert':</p> <ul style="list-style-type: none"> • Learners are shown the position of Sahara, Mali and Europe trade route on the map • Camel caravans as means of transport. • Goods brought from Europe and North Africa into Mali. 	<p>The learners do revision on slavery by answering questions from the worksheet.</p>	<ul style="list-style-type: none"> • The learners read the text on the end of WW1 and the Treaty of Versailles. • They discuss and answer questions on the worksheet.

<ul style="list-style-type: none"> The spread of Islam across North Africa into West Africa. 		
<p>Round 2 - Rotation: The Grades 7 and 9 are working independently while the teacher is busy with the Grade 8.</p>		
<p>The learners read from their textbooks searching for answers to the questions in the worksheet.</p>	<p>The teacher presents the lesson to the Grade 8.</p> <ul style="list-style-type: none"> The teacher explains the words 'Industrial Revolution' The learners point the position of Britain on the map of the world. Wealth from the slave trade Economy before the Industrial Revolution. 	<p>The teacher provides the learners with answers to the worksheet and the learners exchange books, mark one another and re-exchange books and do corrections</p>
<p>Round 3 - Rotation: The grades 7 and 8 work independently while the teacher works with the Grade 9</p>		
<p>The learners are given a source to study, discuss in pairs and answer the questions from the worksheet.</p>	<p>The learners study and compare the pictures of life in Britain before and after the Industrial Revolution and after. They identify the differences by answering questions on the worksheet.</p>	<p>The teacher presents the lesson on:</p> <ul style="list-style-type: none"> Hitler and the Nazi's Learners point to the different countries in Europe on the map. How Hitler came into power The Great Depression of 1929 and its effects.
<p>Consolidation: Learners are given homework.</p>		

LESSON PLANS AND TASKS: TERM 1

LESSON PLAN - SOCIAL SCIENCES HISTORY TERM 2		
PHASE: Senior Phase	GRADE: 7 – 9	TASK / PROJECT / TEST / EXAM
DURATION :	HOURS: 3 hours	

CONTENT:		
Grade 7	Grade 8	Grade 9
The transatlantic slave trade	The mineral revolution in South Africa	The Nuclear Age and the cold war
AIMS		SKILLS
<ul style="list-style-type: none"> Finding a variety of kinds of information about the past; and Selecting relevant information. 		<ul style="list-style-type: none"> Being able to bring together information from different sources, e.g. pictures, cartoons, books, magazines, newspapers, websites, etc.; and Being able to decide about what is important information to use. Choosing information for a particular history topic.

EXPANDED OPPORTUNITIES PLANNED	RESOURCES
	Pictures, maps, photographs, cartoon, word cards.
TEACHER ACTIVITIES.	<p>LEARNING ACTIVITIES</p> <ul style="list-style-type: none"> Grade 8 and 9 will read relevant sections from their textbooks about their topic while the teacher is teaching the new content to Grade 7. Each grade will receive an informal assessment task after the relevant section of their work has been dealt with by the teacher. Which they must complete while the other grades are taught by the teacher.

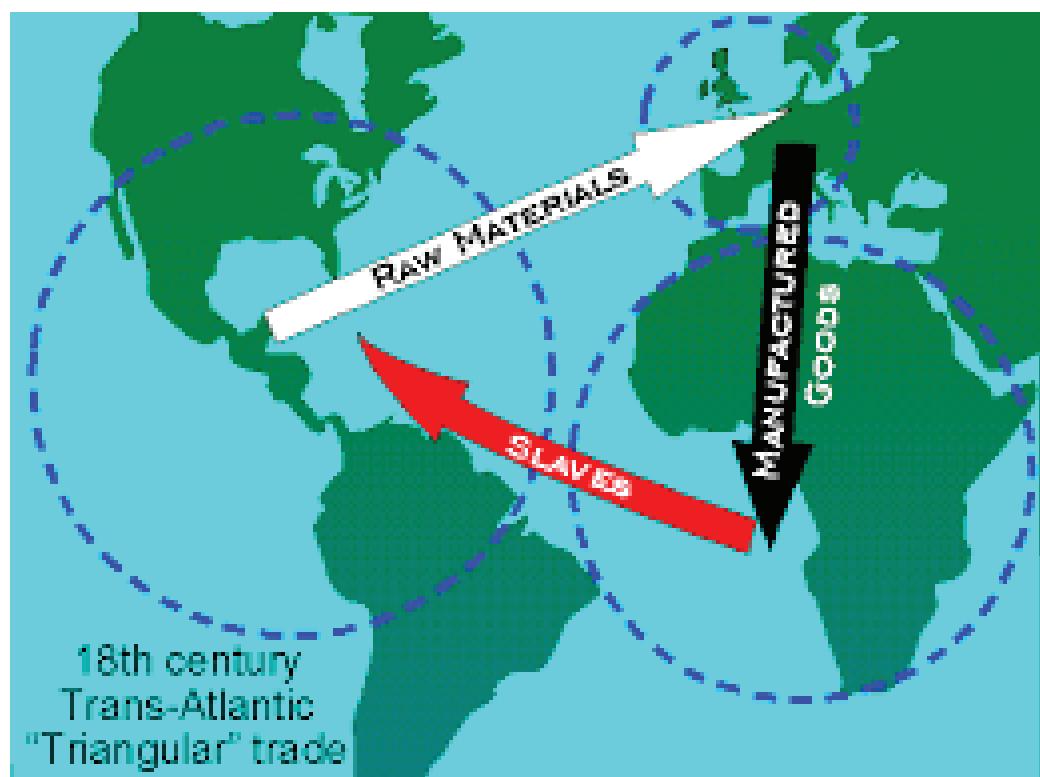
Grade 7	<p>Key question: What was the impact of the transatlantic slave trade on the economies of West Africa, America and Britain?</p> <ul style="list-style-type: none"> Compare what the impact of the transatlantic slave trade was on: <ul style="list-style-type: none"> West Africa
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- America
 - Britain
- Reasons why certain countries gained from the slave trade.
 - North America
 - Britain
 - West Africa
- The long term impact of the slave trade on
 - North America
 - Britain
 - West Africa
- Word bank/New words: Add new words with explanations to the word bank as the lesson develop.

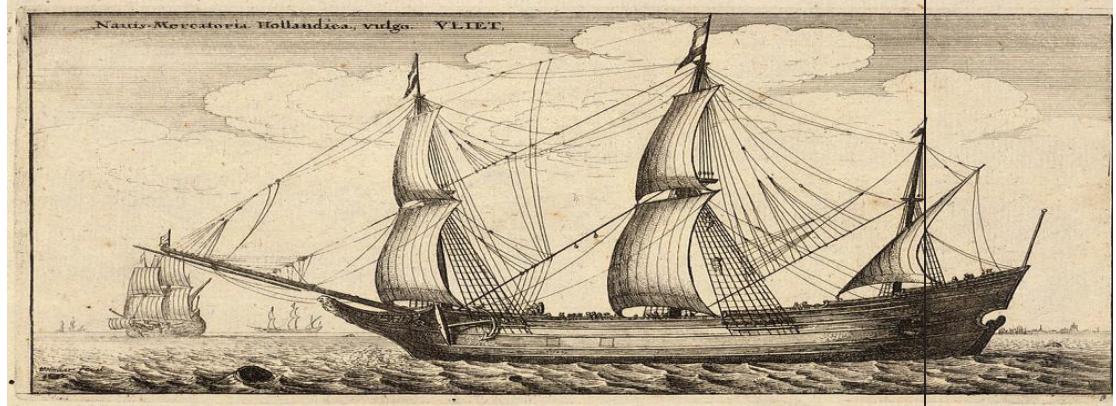
WORKSHEET GRADE 7

Instructions: Use **SOURCES 7A, 7B** and your own knowledge to answer the questions that follow:

SOURCE 7A



SOURCE 7B



1. Name the **FOUR** continents that were involved in the slave trade.
2. What was the trade between these continents called?
3. Explain how the triangular trade worked.
4. Why did the triangular slave trade stimulate shipbuilding?
5. Which **TWO** of these continents gained most out of the triangular slave trade that took place?
6. What were the **THREE** main products produced on the plantation system?
7. Name **TWO** ways in which these two continents gained from the slave trade? Give an example for each.
8. Which area was negatively influenced by the trade?
9. Name **FOUR** ways in which this area in question 4 was negatively affected.
10. Explain how each of these ways mentioned in question 5 impacted negatively on this area.

Grade 8	<p>Key question: How did the mineral revolution affect South Africa?</p> <ul style="list-style-type: none"> • Look at the mineral revolution as a turning point in SA history <ul style="list-style-type: none"> ◦ Shifting balance of power <ul style="list-style-type: none"> ▪ Agricultural economy – agricultural-mining economy ▪ Urbanisation ▪ Migrant labour ▪ Competition for control over mining resources ▪ Expanding British control ◦ Defeat of the Boer Republics <ul style="list-style-type: none"> ▪ Gold at Witwatersrand ▪ Uitlanders ▪ Increasing tension ▪ South African War
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- Outcome of the war.
- Political developments due to the mineral revolution 1902 – 1913
 - Subjugation of Black tribes
 - Formation of the Union of South Africa
- Land Act of 1913
 - Impact of the Land Act on South Africa
 - Long term effect on blacks in South Africa
- Use a map to compare SA of 1860 with that of 1913.

WORKSHEET GRADE 8

Instructions: Answer the following questions in your workbook

Use **SOURCE 8A, 8B, 8C, 8D** and your own knowledge to answer the following questions:

SOURCE 8A



SOURCE 8B

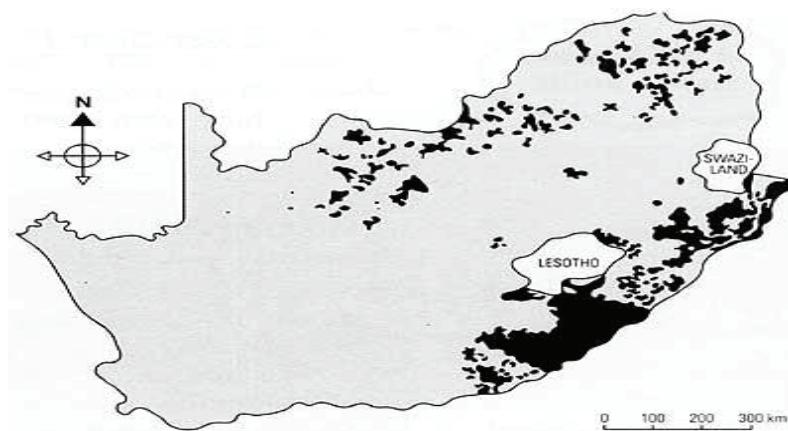


SOURCE 8C



SOURCE 8D is the map of South Africa showing the impact of the 1913 Land act with the black coloured areas identified as Black reserves by the act

SOURCE 8D



SOURCE 8E is a cartoon by Zapiro of the Mail and Guardian newspaper that was drawn on 20 June 2013 commemorating the Land Act of 1913.

SOURCE 8E



Source: Zapiro *Mail and Guardian* 20 June 2013

	<p>1. Identify each of the following leaders</p> <p>2.1 Source 8A 2.2 Source 8B 2.3 Source 8C</p> <p>2. Use SOURCE 8D, 8E and your own knowledge to answer the following question:</p> <p>3.1 The land area that was set aside as reserve areas for Blacks in 1913 was:</p> <p>a) 50% of the land of South Africa b) 26% of the land of South Africa c) 7,5 % of the land of South Africa</p> <p>3.2 The impact of the 1913 land act</p> <p>a) Blacks were crowded into a small area of land which lead to poverty and hardship b) Blacks were given the right to own land throughout south Africa c) Blacks were given political rights in the Union of South Africa</p> <p>3.3 Why was the cartoon SOURCE 8E published on 20 June 2013 in the Mail and Guardian?</p> <p>3.4 What happened to this act in 1994?</p> <p>3.5 The message of the cartoon is best described by:</p> <p>a) The Land Act of 1913 was repealed in 1994. b) Though the land Act was repealed in 1994, the redress (restitution – giving back something lost or stolen to its proper owner) of land did not take place very fast. c) Blacks in South Africa are poor because of the land Act</p> <p>3.6 Select the correct response</p> <p>a) The cartoon is opposed to the Land Act of 1913 b) The cartoon is opposed to the slow process of redistribution of land.</p>
Grade 9	<p>Key question: How did the cold war come to an end?</p> <ul style="list-style-type: none"> • Division of Germany in 1946 <ul style="list-style-type: none"> ◦ USA – West Berlin ◦ Russia –East Berlin

- Britain – West Berlin
 - France – West Berlin
- Building of the Berlin Wall in 1961.
 - Reasons for the building of the wall
 - Effect on the people of Berlin
 - Border control and resulting deaths
- Look at the events that lead to the fall of the Berlin Wall 1989.
 - Policies of Mikhail Gorbachev
 - Communist governments under pressure from ordinary people in East European countries
 - USSR refusal to interfere in East Block countries
 - Breaking down the Berlin Wall
- Look at the events that lead to the collapse of the Soviet Union
 - Economic problems
 - Gorbachev reforms
 - Collapse of the Soviet Union

WORKSHEET GRADE 9

Instructions: Answer the following questions in your workbook

QUESTION 1

Use **SOURCE 9A, 9B** and your own knowledge to answer the following questions:

SOURCE 9A



SOURCE 9B



B

- 1.1 Between which countries was control of Berlin divided after WWII?
- 1.2 Name **TWO** reasons why East Germany decided to build a wall in order to isolate East Berlin from West Berlin?
- 1.3 Which of A or B represents East Berlin in **SOURCE 9B**?
- 1.4 What evidence is there in **SOURCE 9B** to support your answer in question 1.3?
- 1.5 Describe what happened in B of the cartoon?
- 1.6 What evidence is there in **SOURCE 9B** to support your answer in 1.5?
- 1.7 In what respect does the scene in A differ from that of B?

QUESTION 2

Use **SOURCE 9C**, **9D** and your own knowledge to answer the following questions:

SOURCE 9C is a photograph of Mikhail Gorbachev who became the Russian president in 1985.

SOURCE 9C



SOURCE 9D



2.1 Explain the meaning of the following words.

- a) Perestroika
- b) Glasnost

2.2 Why was Gorbachev forced to introduce these reforms?

2.3 What changes did Gorbachev make concerning the countries in Eastern Europe? Name **TWO**.

2.4 Which of the following was the result of Gorbachev's policies in Eastern European countries?

- a) The Communist governments of these countries suppressed any reforms.
- b) The people of these countries called for major reforms and end of Soviet control. Where their governments refused reforms, the people forced them to reform through mass action while the Soviet Union did not interfere.
- c) The Soviet Union supported leaders of East Germany against the people who demanded reforms.

2.5 Study **SOURCE 9D** and explain what happened there on 9 November 1989?

2.6 This act in **SOURCE 9D** symbolised what?

QUESTION 3

Use **SOURCE 9E** and your own knowledge to answer the following questions:

SOURCE 9E is a map of the USSR before 1989

SOURCE 9E



1. Armenia; 2. Azerbaijan; 3. Belarus; 4. Estonia; 5. Georgia; 6. Kazakhstan; 7. Kyrgyzstan; 8. Latvia; 9. Lithuania; 10. Moldova;
11. Russia; 12. Tajikistan; 13. Turkmenistan; 14. Ukraine; 15. Uzbekistan

3.1 What evidence is there in **SOURCE 9E** that the USSR was **NOT** made up of one nationality?

3.2 How did Gorbachev's policies affect the USSR?

REFLECTION BY THE TEACHER:

FORMAL / RECORDED ACTIVITIES: _____

POSSIBLE ANSWERS

GRADE 7

1. Europe, Africa, South- and North America. (4)
2. Triangular trade. (1)
3. Slaves were taken from West Africa and sold in the Americas to plantation owners. The plantations used slave labour to produce products like sugar, cotton and tobacco. This was taken to Britain where it was sold to industries and people. The industries produced products like clothing which was again sold to areas outside Britain including Africa. (5)
4. Ships were used to carry slaves to the Americas and raw products to Europe after which manufactured products were taken to foreign markets. (3)
5. Europe and North America. (2)
6. Sugar, cotton and tobacco (3)
7. Any relevant answer.
 - a. It stimulated industrial development e.g. shipbuilding industry (2)
 - b. Increased the standard of living because of profits made by the producers in America, jobs created by shipbuilding, products like tobacco, cotton and sugar were in great demand in Europe and profits were made selling it there, governments collected more taxes that could be used to improve the living standards. (2)
 - c. Increased jobs lead to the formation of a working class and promotion of worker rights. (2)Any **TWO**
8. West Africa. (1)
9.
 - a. It disrupted traditional trade in Africa (1)
 - b. Disrupted technological development (1)
 - c .Reduced income from taxation (1)
 - d .Lead to a decline in the work force because of the loss of millions of their young people (1)
10.
 - a. The slave trade was more profitable than traditional trading products in West Africa and therefore was declining (2)
 - b. Because of the focus on slave trade the governing elite in Africa did not focus on developing their industrial technology, making their economies suffer. (2)
 - c. With less people working the land, production dropped and the income of landowners decreased in West Africa. With less income they paid less tax to the chiefs and the kingdoms declined (2)
 - e. The loss of its productive work force leads to a decline in the economy of West Africa. (2) **(35)**

GRADE 8

1

- 1.1 Chief Bambatha (1)
- 1.2 Mahatma Ghandi (1)
- 1.3 Paul Kruger (1)

2

- 2.1 C (2)
- 2.2 A (2)
- 2.3 It was 100 years after the Act was introduced and it showed that little has changed even though the act was repealed in 1994 (2)
- 2.4 It was repealed. (2)
- 2.5 B (2)
- 2.6 B (2)

(35)

GRADE 9

QUESTION 1

- 1.1 America, Russia, Britain, France (4)
- 1.2 a) Too many East Germans escaped to West Berlin and made communism look bad (2)
b) Many of those who escaped were valuable skilled workers and it had a negative influence on East Germany's economy (2)
- 1.3 B (1)
- 1.4 It is written West Berlin in B (2)
- 1.5 It portrays someone who wants to escape to the west but was shot dead in the process. (2)
- 1.6 a) There is a ladder against the wall (2)
b) There is a man with a smoking gun in the tower. (2)
- 1.7 In A is a man who wants to enter a country (2), while in B someone tries to escape from a country. (2)

QUESTION 2

- 2.1 a) Perestroika means restructuring (1) – refers to an attempt by Gorbachev to allow the free market system in Russia (1)
b) Glasnost means openness (1)– refers to Gorbachev's attempt to make the Soviet government more democratic (1)
- 2.2 Russia faced severe economic problems and this was an effort to improve the Russian economy. (2)
- 2.3 He encouraged them to adopt the policies of glasnost and perestroika.
He promised that Russia will not interfere in their internal affairs. (1)
- 2.4 B (1)
- 2.5 After the Soviet Union refused to assist the East German government against the people of East Germany who demanded reforms, the people started to tore down the Berlin Wall. (2)
- 2.6 The end of the cold War. (1)

QUESTION 3

- 3.1 The map shows that the USSR consisted of 15 republics with different nationalities. (1)
- 3.2 The different republics declared their independence from Russia. (1)
(35)

LESSON PLAN - SOCIAL SCIENCES			
HISTORY TERM 2			
PHASE: Senior Phase	GRADE: 7 - 9	TASK/ PROJECT / TEST / EXAM	
DURATION :		HOUR: 3 hours	
CONTENT:			
Grade 7	Grade 8	Grade 9	
The transatlantic slave trade	The mineral revolution in South Africa	The Nuclear Age and the cold war	
AIMS			
<ul style="list-style-type: none"> • Finding a variety of kinds of information about the past. • Deciding about whether relevant information can be trusted 	<ul style="list-style-type: none"> • Being able to bring together information from different sources, e.g. pictures, cartoons, books, magazines, newspapers, websites, etc. • Being able to decide about where information came from: Who wrote or created the information and why did they do it? Check if the information is correct 	SKILLS	
EXPANDED OPPORTUNITIES PLANNED			
Learners must collect newspaper articles and come and explain to the class why these are biased or not biased	Written sources	RESOURCES	
		Word cards	
		Cartoon	
		Maps	
		Photos	
TEACHER ACTIVITIES			
<ul style="list-style-type: none"> • Key question: How can we establish if historical sources are biased? • Introduce all the learners (grade 7-9) to the 	<ul style="list-style-type: none"> • LEARNING ACTIVITIES • Learners respond to the questions of the teacher during the introduction to bias in sources. 		

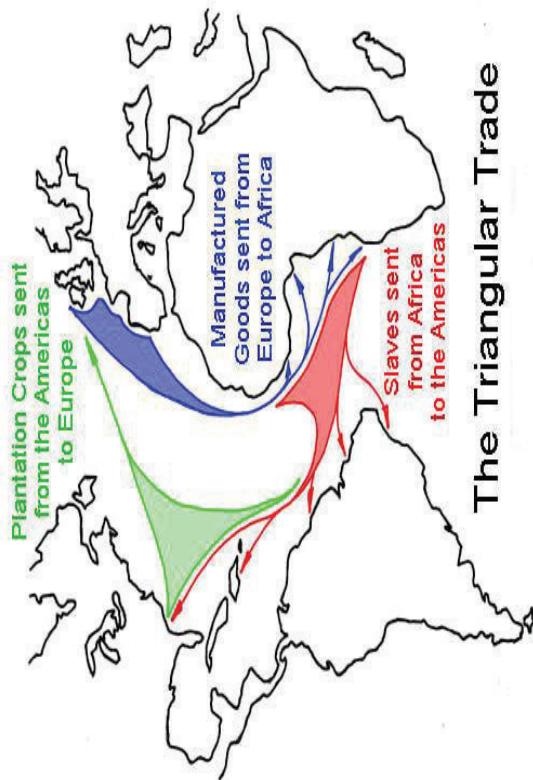
<ul style="list-style-type: none"> concept/word bias/one sided in sources Indicate that bias makes the content of the source not to be reliable or trustworthy. Explain why it is important for the historian to find accurate information in order to present an accurate interpretation of the past. Demonstrate to all learners (Grades 7 – 9) what causes sources to be biased and therefore not reliable/trustworthy. Hand out worksheets to learners containing a relevant source for each grade and questions pertaining bias of sources. While groups are busy completing their worksheets, the teacher will move from group to clarify parts that are not clear. Each group can present to other groups their findings concerning bias in their sources. Teacher mark group responses to questions and give feedback to each grade. 	<ul style="list-style-type: none"> The learners work as individuals to complete their worksheets. Learners discuss in grade groups their answers for the questions. Complete ONE answer sheet for the group and hand it in to the teacher for marking.
Grade 7-9	INTRODUCTION

- Explain to all the learners that the accuracy of sources is very important for the historian in order to produce an accurate interpretation of the past
- Introduce them to the meaning of
 - Bias – it is when a person favours one side over the other and do not provide a balanced account.
 - Reliability/trustworthy – can the information be trusted as accurate or not?
 - Look at three ways in which the biased can be recognised in a source:

- Promote one side of the facts and leave out others
- Use words that are full of emotion
- Try to persuade others of the views he or she holds
- The sources and questions are handed out to learners and they are requested to look and read it while the teacher is busy introducing the topics for each grade.
- Introduce each grade to their topic.

GRADE 7:

Introduction: Use the map illustrating the triangular slave trade between Europe, Africa and the Americas to introduce the learners to the Trans- Atlantic slave trade and how slaves were employed on plantation farms to produce products like cotton, sugar and tobacco for exporting to England. **SOURCE 7A** is the story of one of these slaves.



The Triangular Trade

GRADE 8

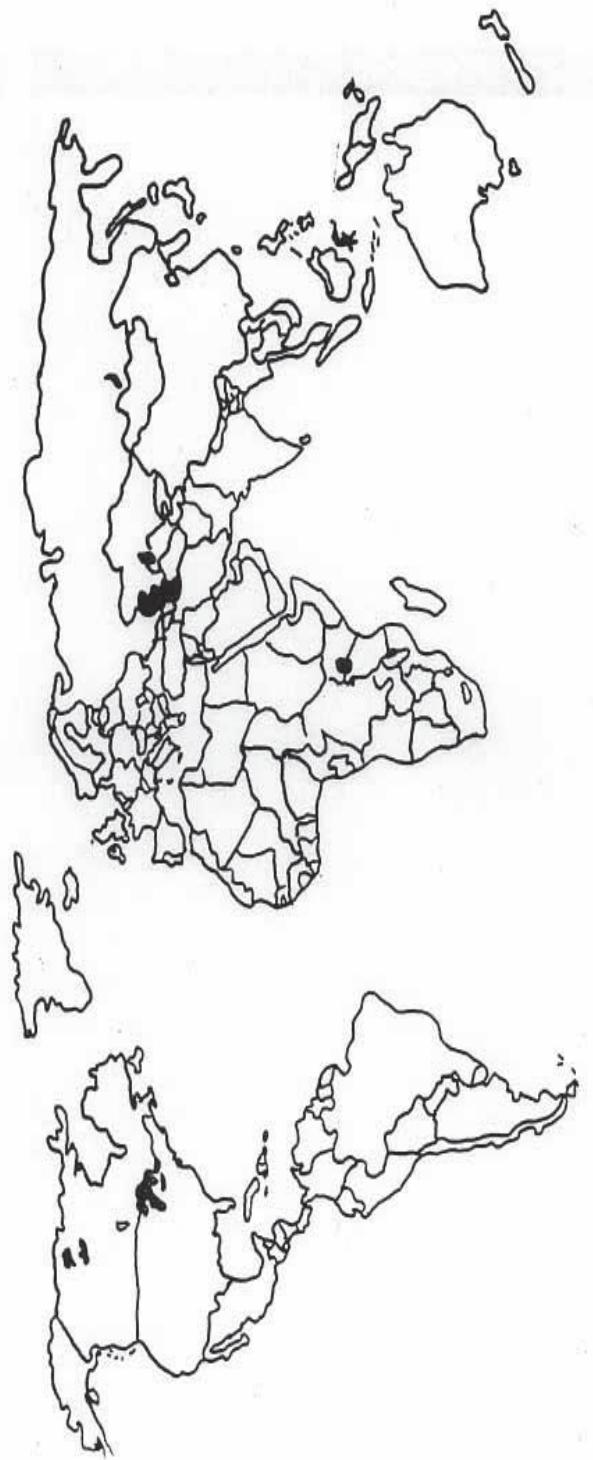
Introduction: The start of diamond and gold mining in South Africa after the 1860's demanded large numbers of cheap labour. Blacks from rural areas were drawn to the mines to make money and after a period they would return to their homes. Most of them would return to the mines afterwards and this is how the migrant labour system developed in South Africa. While the workers were at the mines they stayed in "compounds" Compounds were living quarters for workers that were fenced and guarded to keep the workers inside, preventing them moving freely. Use the two photographs to show learners what the living conditions were like. **SOURCE 8A** is a source that contains a description of the conditions in the compounds.





GRADE 9

- Introduction: Use the world map to request learners to identify where the USA is on it and where Russia (USSR) is on the map. The teacher then explains that though Russia fought on the side of the allies, the ideological difference between the democratic free market system in Western countries like the USA, Britain, France etc. and Communism soon after the war lead to tension between the two super powers which started what became known as the “Cold War” In the worksheet activity, we will look at a cartoon from that time and see if it is biased.



Instructions:

1. Carefully read through **SOURCE 7A** including the caption at the top.
 2. Answer all the questions that follow in your workbook.
- SOURCE 7A** is a story told by a slave, Charles Ball to Mr. Fisher about his experiences as a slave in America. i

SOURCE 7A

"I was about four years old. My mother had several children, and they were sold upon master's death to separate purchasers. She was sold, my father told me, to a Georgia trader. I, of all her children, was the only one left in Maryland. When sold I was naked, never having had on clothes in my life, but my new master gave me a child's frock, belonging to one of his own children. After he had purchased me, he dressed me in this garment, took me before him on his horse, and started home; but my poor mother, when she saw me leaving her for the last time, ran after me, took me down from the horse, clasped me in her arms, and wept loudly and bitterly over me."

Fifty years in chains; The life of an American slave. New York, H. Dayton, 1859

- Who is claimed to have told this story? (2)
- Was the person who told the story present (an eyewitness) when these events took place? (a primary source)? (2)
- Is the view of the slave owner also contained in the source? (2)
- Does the story tell a sad event? Explain. (2)
- Can we conclude that this source is against slavery? Explain your answer. (3)
- With whom do you sympathize, the slaves or the slave owners? Explain your answer. (2)

	<ul style="list-style-type: none"> ○ Does the writer of the source promote one side of the facts and leave out others? (Hint: Is there also information about the views on the matter of the owner?) Explain your answer (2) ○ Does the writer use words that are full of emotion or very positive/negative? Explain. (4) ○ Does the author of the book try to persuade others to be against slavery? Provide a reason for your answer. (3) ○ Is this source biased according to you? Give ONE possible reasons for your answer. (3)
Grade 8	<p>GRADE 8 WORKSHEET</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Carefully read through SOURCE 7A including the caption at the top. 2. Answer all the questions that follow in your work book. <p>SOURCE: 8A is a description of the “closed compounds” in which workers stayed at the Kimberley diamond mines as described by a mine owner.</p>

Instructions:

1. Carefully read through **SOURCE 7A** including the caption at the top.
2. Answer all the questions that follow in your work book.

SOURCE: 8A is a description of the “closed compounds” in which workers stayed at the Kimberley diamond mines as described by a mine owner.

SOURCE 8A

“Here they received proper housing, well fed, could buy items such as blankets, shoes, clothing at a fair price, received proper treatment if they are ill, and were given lessons in elementary reading and writing in their leisure time”

Adapted from: D van Zyl, *The discovery of wealth*, 1986

1. Who is the person who told this? (1)
2. Who of the mine owner or D van Zyl, the author of the book is an eyewitness of the compound conditions? (A primary source that was present when the event happened?) (2)
3. Provide **ONE** reason why this person may be biased. (2)
4. Does the source portray a positive or negative view of the working conditions of workers? (2)

5. Are the views of the workers also included? (2)
6. State **TWO** examples as evidence in **SOURCE 8A** to support your answer in question 4. (4)
7. Does the person who describes life in the compound promote one side of the facts and leave out others? Explain your answer. (3)
8. Does the writer use words that are full of emotion or very positive/negative? (2)
9. Does he try to persuade others of the views he holds? Provide a reason for your answer. (3)
10. Is the source biased according to you? Give **TWO** possible reasons for your answer? (4)

Grade 9

Instructions:

1. Carefully read through **SOURCE 7A** including the caption at the top.
2. Answer all the questions that follow in your work book.

SOURCE 9A is a cartoon that appeared in a western newspaper during the 1960's

SOURCE 9A



Learners answer the following questions about **SOURCE 9A**:

- What animal represents Russia in the cartoon? (2)
- Is a bear a dangerous animal? (2)
- Which country according to the cartoon is dangerous? (2)
- What is the message of the cartoon? (4)
- Provide **TWO** reasons why the cartoonist may be biased. (4)
- Does the **SOURCE 9A** portray a positive or negative view of the Soviet Union? Explain your answer (4)
- Does the cartoonist (creator of the cartoon) promote one side of the facts and leave out others?
- Explain your answer. (4)
- How is America portrayed? (2)
- Does the cartoonist try to persuade others of the views he or she holds. Provide a reason for your answer. (3)
- Is the source biased according to you? Give **ONE** reason for your answer (3)

Optional: Each grade group can explain to the other grades why their source is biased or not.

REFLECTION BY THE TEACHER:

FORMAL / RECORDED ACTIVITIES: _____

Dates: _____

POSSIBLE ANSWERS

GRADE 7

1. Charles Ball who was a slave. (2)
2. Yes, Charles Ball told his personal story of his life. (2)
3. No (2)
4. Yes it tells the story of Charles Ball who was sold to a slave owner and in the process was separated from his mother. (2)
5. Yes it is against slavery. The person who told the story was a slave and describes the unfairness and hardships of being a slave. (3)
6. Learner make their own choice and explain why they made it. (2)
7. The writer of this promotes the side of Mr. Charles Ball because nothing of the other side namely the slave owner is mentioned. (2)
8. Yes there are emotional words that makes one negative about slavery e.g. naked, never having had on clothes in my life, my poor mother, clasped me in her arms, and wept loudly and bitterly over me. (4)
9. Yes, he included this event in his book to show readers the negative side of slavery. (3)
10. Yes. The source portrays the side of the slave and not that of the slave owner. It only includes the negative side of slavery. (3)

Total: 25

GRADE 8

1. A mine owner. (1)
2. The mine owner (2)
3. He is the owner of the mine and wants to promote a positive view of the compounds. He does not represent the workers and how they feel about the compounds. (2)
4. It portrays a positive view of the compounds. (2)
5. No (2)
6. Any **TWO** of the following:
 - received proper housing,
 - well fed,
 - could buy items such as blankets, shoes, clothing at a fair price,
 - received proper treatment if they are ill,
 - were given lessons in elementary reading and writing in their leisure time (4)
7. Yes. The mine owner does not state how the workers feel about the compounds (3)
8. Yes. It is a very positive view of the life in the compounds. There is nothing negative in it. (2)
9. Yes. As a mine owner he tries to persuade those who read this that the compound is a very good place for workers. (3)
10. Yes the source is biased.
 - i The source only states the views of the mine owner.
 - ii There are only positive (good) things being said about the person.
 - iii The views of the workers are not included. Any **TWO** (4)

GRADE 9

1. A bear. (2)
2. Yes, it is. (2)
3. Russia. (2)
4. The message of the cartoon is that Russia wants to conquer the world, take over control of other countries, are a threat to other countries. Any relevant answer. (4)
5. a. The cartoonist is from a western country and may be biased towards Russia. (2)
 - b. It portrays Russia in a negative way. (2)
 - c. The Russian view of the cold war is not included. (2) Any **TWO**.
6. It is portrayed negatively. It is portrayed as a dangerous bear that wants to conquer other countries and threatens the world. (4)
7. Yes, only a western view is presented, not that of the Russians. (4)
8. America is portrayed as being threatened by the actions of Russia. (2)
9. Yes, the cartoonist tries to persuade those who see the cartoon that Russia is dangerous and threatens innocent countries. (3)
10. Yes.
 - a. It only represents a western view.
 - b. It is portraying Russia in a negative light.
 - c. It does not represent the Russian view. (3)

(30)

HISTORY WORKSHEETS TERM 3

GRADE 7

QUESTION 1

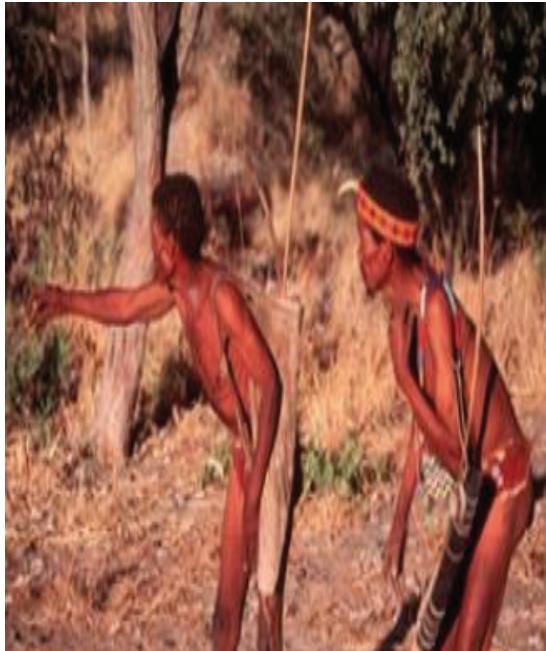
1.1. Study the source below and answer the questions that follow

Source A



Taken from a Grade 7 Social Sciences textbook

Source B



Taken from a Grade 7 Social Sciences textbook

State whether the statements below refer to the Khoi or the San. Write only the correct answer.

- 1.1.1. They hunted wild animals.
- 1.1.2. They lived along the coastal regions of the Cape.
- 1.1.3. They used poison coated arrows to kill animals.
- 1.1.4. They made tools and musical instruments from wood and stone.
- 1.1.5. They made tools and ornaments from copper and iron.

[5]

1.2. Answer the following questions.

- 1.2.2. What were the Khoi khoi who lived off the sea called? (1)
 - 1.2.3. What is meant by the term ‘hunter-gatherer’? (2)
 - 1.2.4. Why do we call the San ‘indigenous’ people? (2)
 - 1.2.5. Who were the Gamtoos, Chainoqua, and Hessequa? (1)
 5. What, in the above notes, gives you the impression that the San were clever people? (2)
- 1.2.6.** Explain why land was so important to the indigenous people. (2)
- 1.2.7.** Why is it important to protect San rock paintings today? (2)

QUESTION 2

Draw a table like this in your book and complete it.

	San	Khoi khoi	Dutch
Indigenous or Settlers	(a)	(b)	(c)
Reasons why they were at the Cape	(d)	(e)	(f)
Food	(g)	(h)	(i)
Economic activities	(j)	(k)	(l)
How they viewed land	(m)	(n)	(o)

(15)

HOME WORK

Study the sources C and D and use your knowledge of this chapter to answer the question below:

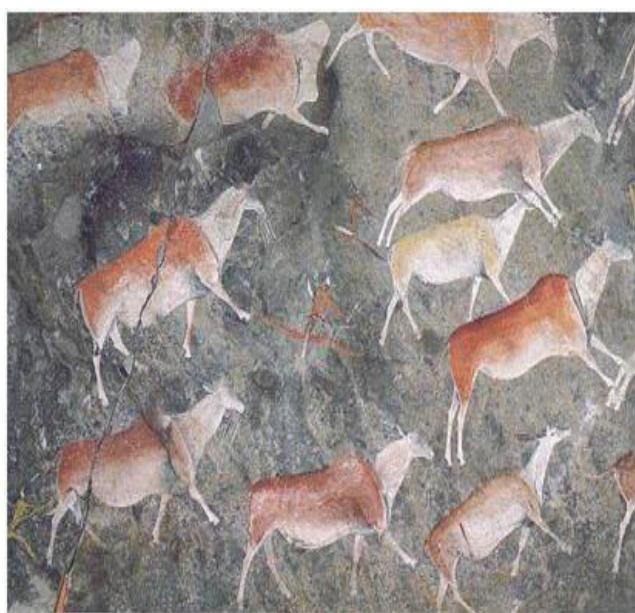
Discuss what you think life was like for the San people before the first Europeans settled in the Cape in 1652.

Source C



Taken from a Grade 7 Social Sciences textbook

Source D



Taken from a Grade 7 Social Sciences textbook

MEMO

- 1.1.1 San
- 1.1.2. Khoi khoi
- 1.1.3. San
- 1.1.4. San
- 1.1.5. Khoi khoi

1.2

- 1.2.1. The Khoi khoi clans
- 1.2.2. Strandlopers
- 1.2.3. They hunted wild animals and gathered fruits to eat
- 1.2.4. They were the first people in South Africa
- 1.2.5. They painted their way of life on the rocks
- 1.2.6. So that the future generations can know how the indigenous people lived

QUESTION 2

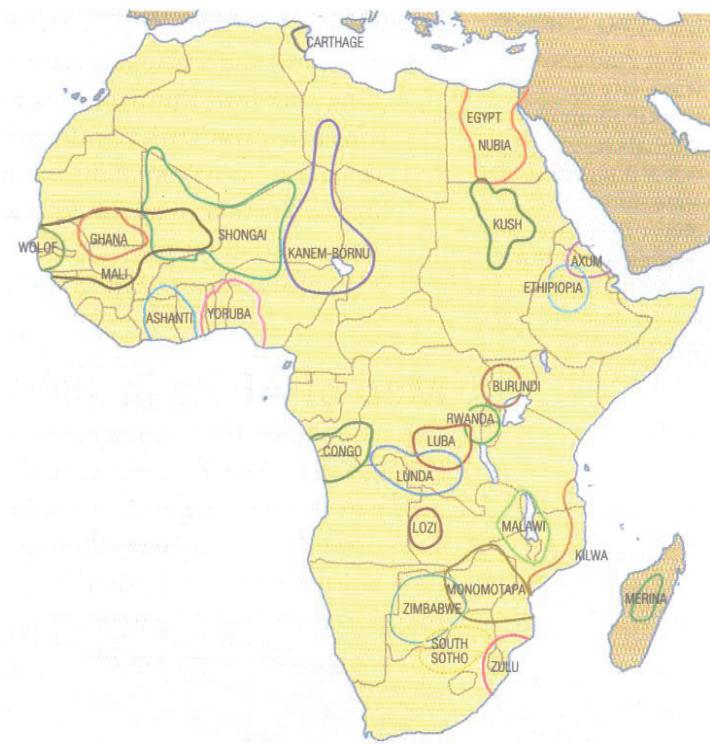
	San	Khoi khoi	Dutch
Indigenous or Settlers	(a) Indigenous	(b) Indigenous	(c) Settlers
Reasons why they were at the Cape	(d) They sometimes came to hunt for wild animals	(e) They sometimes came to hunt for wild animals	(f) To build a halfway station.
Food	(g) Roots, berries, and small animals	(h) Meat, grains and milk	(i) Meat vegetables, fruits and grain
Economic activities	(j) Hunted and gathered food	(k) Farmed and kept live stock	(l) Farmed and kept live stock
How they viewed land	(m) A part of the community	(n) A part of the community	(o) Can be bought by an individual.

HOME WORK

- Always on the move searching for game.
- No permanent settlement
- They lived as an equal society
- Had hereditary chiefs
- Chiefs were the custodians of the community resources
- Men and women had equal status
- Depended on nature for their survival
- Deep spiritual connection with nature
- Made rock paintings for their rituals and hunting way of life.

GRADE 8

Source A: A map showing Africa before colonisation.



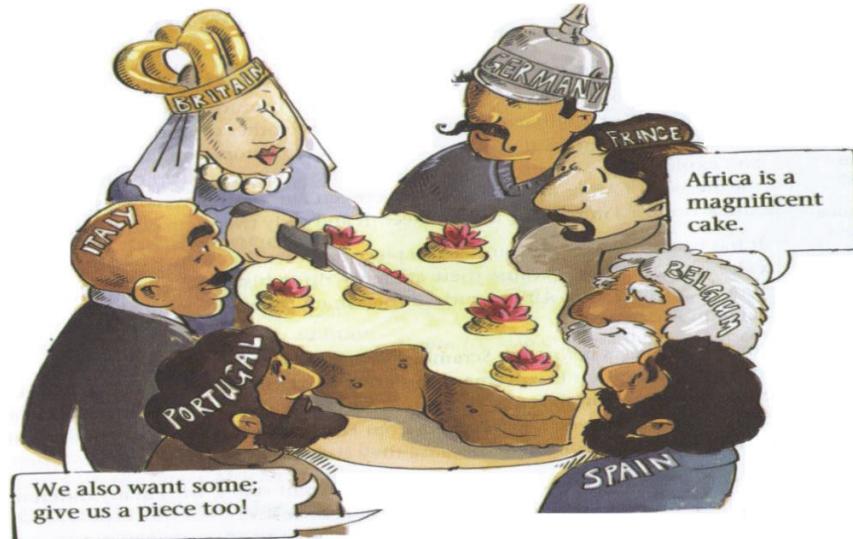
Taken from a Grade 8 Social Sciences textbook

QUESTION 1

Study the map above and answer the questions that follow

- 1.1.1.** Name **two** African Kingdoms that you know. (2)
- 1.1.2.** Which kingdom was the largest in Africa by 1800? (1)
- 1.1.3.** African people practiced their cultural, religious and political traditions before colonisation. Explain how they did the following:
 - (a)** Built their economy (2)
 - (b)** Practised their religion (2)
 - (c)** Practised their pre-colonial politics (2)

Source B: A cartoon showing European nations fighting to dominate Africa



Taken from a Grade 8 Social Sciences textbook.

1.2. Study the cartoon above and answer the questions that follow

1.2.1. Who are the people sitting around the table above?

1.2.2. What do they have in common?

1.2.3. What does the cake in front of them represent?

1.2.4. What was this conference called?

1.2.5. Which country initiated this conference?

1.2.6. What was discussed at this conference?

1.2.7. What is strange about the representatives at this conference?

QUESTION 2

STUDY THE CARTOON BELOW AND ANSWER THE QUESTIONS THAT FOLLOW.

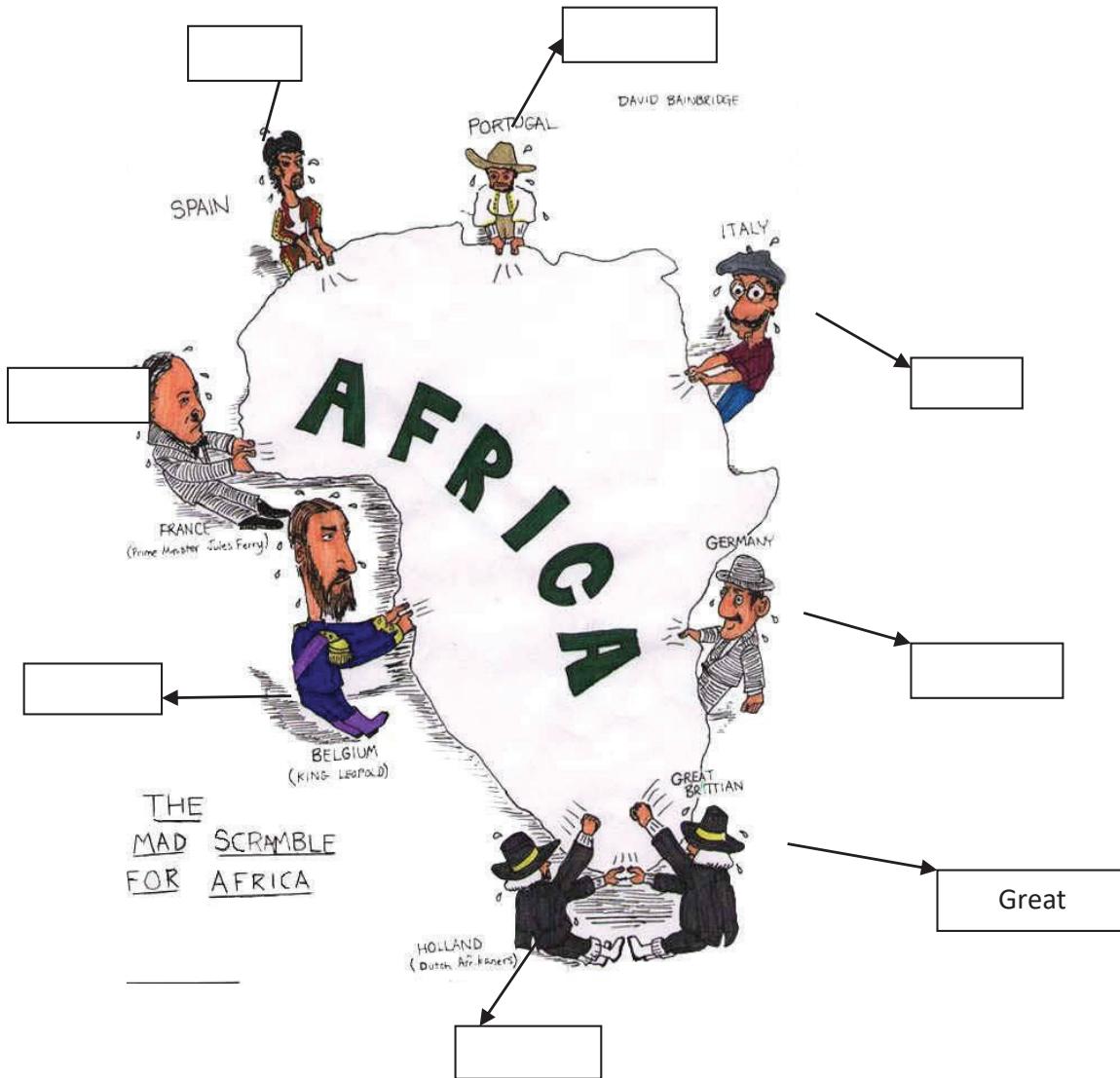
2.1. What event is the cartoon about?

2.2. What is depicted on the cartoon?

2.3. Who do the men around the cartoon represent?

2.4. How would you describe what they are doing?

2.5. Give two reasons that show us that the cartoonist does not support this event.



Taken from: The Mad Scramble for Africa by David Bainbridge

Read the source below and answer the questions that follow.

East Africa: Today it is British and all of the tropical areas of the Empire none is richer on promise than this vast territory twenty times the size of England. Today its wealth comes from coffee in the uplands of Uganda, Tanganyika and, above all, Kenya. Tobacco from Rhodesia and Nyasaland, which also produces tea. Cotton from Uganda; sisal from Tanganyika and Kenya. Cloves from Zanzibar.

You have a personal interest in the future of East Africa. For as her new industries prosper, her orders for British goods grow larger year by year, and that means more employment and better times for all of us. Drink Empire coffee- smoke Empire tobacco- use Empire binder twine. You'll be helping in one of the greatest colonising ventures to which the British race has ever set its hand.

Part of an advertisement published in London newspaper during 1926-1927.

QUESTIONS

- 3.1. Draw a table with two columns. Write the names of the East African countries in one column and in the second column, opposite the country write the raw material the British Empire got from this country.

- 3.2. In a paragraph of about five to six lines discuss the events in Britain that influenced colonisation.

GRADE 8 MEMORANDUM/ MARKING GUIDELINES

QUESTION 1

- 1.1.1. Mapungubwe/ Mali/ Ashanti (1)
1.1.2. Ashanti (1)
1.1.3. (a) They worked in family units as groups and shared the produce. (2)
 (b) They believed in ancestors and served them through rituals/ Some of them were Muslims (2)
 (c) They were ruled by chiefs and kings. (2)
- 1.2.
1.2.1. European leaders (1)
1.2.2. They all Europeans with an interest in Africa. (2)
1.2.3. African continent (1)
1.2.4. Berlin Conference (1)
1.2.5. Germany (2)
1.2.6. How to divide Africa among themselves (2)
1.2.7. They are there about Africa, but no African leader is present. (3)

QUESTION 2

- 2.1. Partitioning of Africa/ Scramble for Africa/Colonisation of Africa. (2)
2.2. Men pulling Africa around (2)
2.3. Representing European leaders. (2)
2.4. Trying to each get a piece of Africa (2)
2.5. He calls what they are doing madness/ he made them ugly / they are sweating a lot. (2)

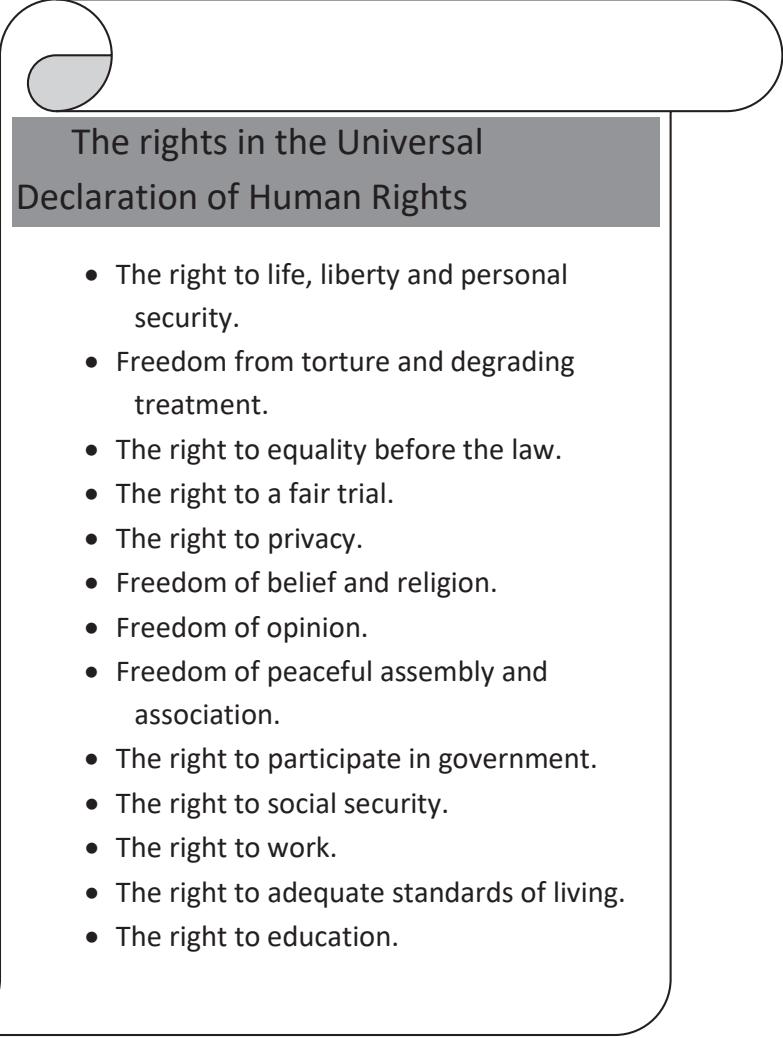
QUESTION 3

3.1

African Country	Raw Material
Kenya	Coffee, sisal
Zanzibar	Cloves
Uganda	Coffee, cotton
Tanganyika	Coffee, sisal
Rhodesia	Tobacco
Nyasaland	Tobacco

(9)

- 3.2. The Industrial Revolution was taking place in Britain and raw materials were needed in the British factories. African countries provided those raw materials. British factories were producing a lot of manufactured goods, colonies served as a market for these goods. The colonies also provided alternative settlement for the growing British population. [5]

QUESTION 1**Study the source below and answer the questions that follow****Source A**

The rights in the Universal Declaration of Human Rights

- The right to life, liberty and personal security.
- Freedom from torture and degrading treatment.
- The right to equality before the law.
- The right to a fair trial.
- The right to privacy.
- Freedom of belief and religion.
- Freedom of opinion.
- Freedom of peaceful assembly and association.
- The right to participate in government.
- The right to social security.
- The right to work.
- The right to adequate standards of living.
- The right to education.

1. What is the name of the document drawn up by the UNO about Human Rights?
2. Explain why people felt that there was a need to protect and promote Human Rights after WW11.
3. What were the main aims of the United Nations?
4. Identify the rights that are important to you and give reasons.
5. Explain why it is important to know your rights.
6. In which countries were there human rights abuses during WW11?
7. Against who were these atrocities committed?
- 1.8. Why did South Africa not sign the Declaration of Human Rights in 1948?

QUESTION 2

Study the human rights abuses provided and indicate which right has been abused. Write only the number and the answer.

1. A brother opens his sister's mail without her permission.
2. The church is refused permission to use a community hall for their service.
3. Boko Haram stole two hundred girls from a school in Nigeria.
4. A woman cannot leave her home at night because she fears the gangsters in her area.
5. An activist arrested for speaking to the media.

QUESTION 3

Study the source below and answer the questions that follow

Source B

This extract describes the physical changes that took place in early hominids on the African continent. It is written by John Reader, a photo journalist who loves the African continent.

The most important of the physical changes that took place is that increasingly the hominids stood upright in order to look over tall grasses. This left their hands free for other tasks such as using tools. Their brains also slowly increased in size. The brain of a modern human is approximately twice as large as that of an average Australopithecine (an early hominid). These changes are a clear sign of the evolution of hominids that took place on the African plains as a response to the changing environment.

1. How has science proved that it is incorrect to think that one race of people is superior to another?
2. What were hominids?
3. Where were their remains found?
4. Why was this discovery important?
5. Is 'The cradle of human kind' a good name for the Sterkfontein caves? Give a reason for your answer.

6. Which continent is regarded as the birth place for human kind?
7. Where else in Africa has there been a discovery of early hominids.
8. According to source B what were the three main physical changes that gradually took place because our ancestors had to adapt to their environment.
9. What is the name given to this process of gradual change?
10. How do you think the hominids way of life changed because of these physical changes? Name **three** things.
11. How would these changes have helped (encouraged) the migration of humans to other parts of the world. List three.

HOMEWORK

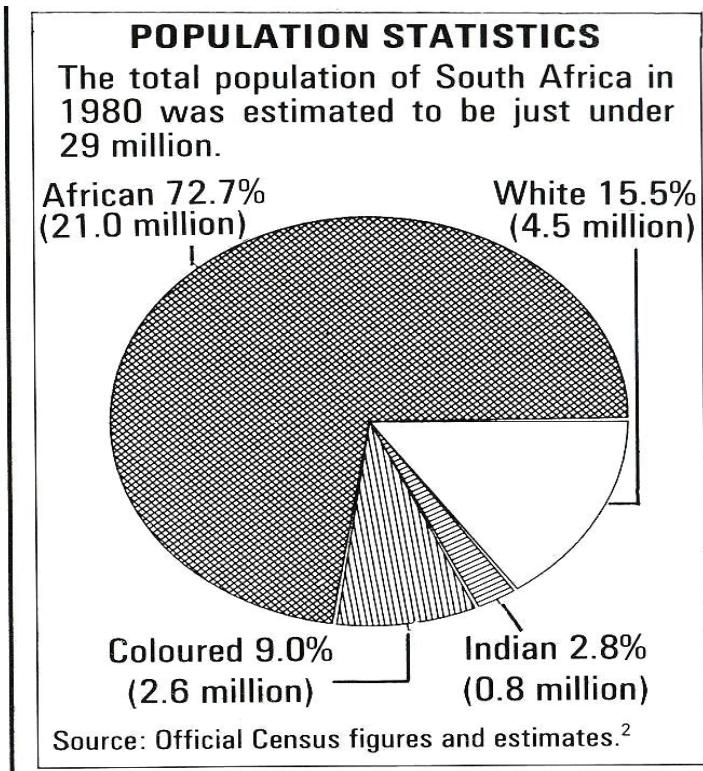
Study Source C and answer the question that follows



Nanny and Child, Johannesburg, 1956 by Peter Magubane

1. Write a short paragraph of about six lines and explain why classifying people according to physical appearance is based on a myth of race.
2. **Study source D and answer the questions that follow.**
 - a) Which group of people are in the majority according to source D?
 - b) What percentage of the population was classified as white people?

Source D



MEMORANDUM/ MARKING GUIDELINES

QUESTION 1

1. UN Declaration of Human Rights
2. To ensure that the human rights of all people would be respected
3. To maintain peace among the countries.
To promote human rights
To improve the living conditions of poorer parts of the world.
4. Individual learner responses with valid reasons
5. To be able to stand up for yourself.
6. Germany and Japan
7. Jews and China
8. South Africa had just implemented the policy of Apartheid which ignored and abused human rights.

QUESTION 2

1. The right to privacy
2. Freedom of religion
3. The right to life liberty and personal security
4. The right to life liberty and personal security
5. Freedom of opinion/ speech

QUESTION 3

1. Through genetics
2. Human like creatures that lived in South and East Africa about
3. Five million years ago.
4. South and East Africa
5. It showed where all humans originated/ It showed that all
6. Humans have the same origin.
7. Yes. It is the place of origin of human kind.
8. Africa
9. East Africa, Kenya, Tanzania, Ethiopia
10. They stood upright, hands became free to handle tool, and
11. The brain increased in size.
12. Evolution
13. They could see far away, They could make tools and weapons,
14. They could think up better ways of hunting/ obtaining food.
15. They could see that the world is a broad place, they became
16. better hunters/ they made better tools/ they became curious of the
17. World far away.

HOME WORK

1. Science has proven that there is no genetic difference among people with different features. Physical differences are the results of environmental adaptation. There is no relation between a person's physical appearance, intelligence and behaviour. Therefore race is a myth.

2

2.1. Africans

2.2. 15, 5%

LESSON PLANS AND TASKS: TERM 3

LESSON PLAN - SOCIAL SCIENCES WEEK 1 -2				
PHASE: Senior Phase		GRADE: 7 - 9	TASK / PROJECT / TEST / EXAM	
DURATION : WEEK 1 -2			HOUR: 1 hour	
CONTENT:				
Grade 7	Grade 8	Grade 9		
The Transatlantic slave trade	The mineral revolution in South Africa	The Nuclear Age and the cold war		
AIMS				
<ul style="list-style-type: none"> Finding a variety of kinds of information about the past. Deciding about whether relevant information can be trusted 	<ul style="list-style-type: none"> Being able to bring together information from different sources, e.g. pictures, cartoons, books, magazines, newspapers, websites, etc. Being able to decide about where information came from: Who wrote or created the information and why did they do it? Check if the information is correct 			
EXPANDED OPPORTUNITIES PLANNED				
		RESOURCES		
		Pictures, written source and cartoon		
TEACHER ACTIVITIES				
<ul style="list-style-type: none"> Introduce learners to the word bias of sources and explain why it is important for the historian to find accurate information Demonstrate to all learners (Grades 7 – 9) what causes source to be biased and 				
LEARNING ACTIVITIES				
		Learners respond to the questions of the teacher during the introduction to bias of sources		
		The learners work as individual to complete their worksheets		
		Learners discuss in grade groups the answers for the questions and complete one worksheet for the group.		

	<ul style="list-style-type: none"> therefore not reliable/trustworthy Hand out worksheets to learners containing a relevant source for each grade and questions pertaining bias of sources. Teacher mark group responses to questions and give feedback to each grade
Grade 7-9	<ul style="list-style-type: none"> Explain to all the learners that the accuracy of sources is very important for the historian in order to produce an accurate interpretation of the past Introduce them to the meaning of bias – it is when a person favours one side over the other and do not provide a balanced account. Look at three ways in which the biased person will do this <ul style="list-style-type: none"> Promote one side of the facts and leave out others Use words that are full of emotion Try to persuade others of the views he or she holds Use a source to demonstrate these aspects
Grade 7	<ul style="list-style-type: none"> Hand out the following source to each learner in the form of a worksheet This source is a story told by a slave lady in the book of H Dayton who did not reveal her name. He was strongly in favour of the abolition of slavery in America. <p>I was about four years old. My mother had several children, and they were sold upon master's death to separate purchasers. She was sold, my father told me, to a Georgia trader. I, of all her children, was the only one left in Maryland. When sold I was naked, never having had on clothes in my life, but my new master gave me a child's frock, belonging to one of his own children. After he had purchased me, he dressed me in this garment, took me before him on his horse, and started home; but my poor mother, when she saw me leaving her for the last time, ran after me, took me down from the horse, clasped me in her arms, and wept loudly and bitterly over me.</p> <ul style="list-style-type: none"> Learners answer the following questions <ul style="list-style-type: none"> Who is claimed to have told this story? Is this an eyewitness account of the event (a primary source)?

	<ul style="list-style-type: none"> ○ Does the story tell a sad event? Explain. ○ Can we conclude that this source is against slavery? ○ With whom do you sympathize? <p>Answer three following 3 questions:</p> <ul style="list-style-type: none"> ■ Does the writer promote one side of the facts and leave out others? ■ Use words that are full of emotion or very positive/negative ■ Does he try to persuade others of the views he or she holds. Provide a reason for your answer ● Is this source biased according to you? Give reasons for your answer.
Grade 8	<ul style="list-style-type: none"> ● Hand out the following source to each learner in the form of a worksheet ● Source: A description of the closed compounds at Kimberley <p>Here they received proper housing, well fed, could buy items such as blankets, shoes, clothing at a fair price, received proper treatment if they are ill, and were given lessons in elementary reading and writing in their leisure time</p> <p>D van Zyl, the discovery of wealth, 1986</p>
Grade 9	<ul style="list-style-type: none"> ● Learners complete the questions on the worksheet: <ul style="list-style-type: none"> ○ Who is the person who wrote the piece? ○ Was D van Zyl an eyewitness? ○ Provide TWO reasons why this person may be biased. ○ Does the source picture a positive or negative view of the working conditions of workers? Explain your answer ○ Answer three following 3 questions: <ul style="list-style-type: none"> ■ Does the writer promote one side of the facts and leave out others? ■ Use words that are full of emotion or very positive/negative ■ Does he try to persuade others of the views he or she holds. Provide a reason for your answer ● Is the source biased according to you? Give reasons for your answer ● Hand out the following source to each learner in the form of a worksheet ● Learners complete the questions on the worksheet:

- How is Russia portrayed in the cartoon?
- Provide TWO reasons why the cartoonist may be biased.
- Does the source picture a positive or negative view of the Soviet Union? Explain your answer
- Answer three following 3 questions:
 - Does the writer promote one side of the facts and leave out others?
 - Use images that can cause viewers to be negative towards the Soviet Union?
 - Does the cartoonist try to persuade others of the views he or she holds. Provide a reason for your answer
- Is the source biased according to you? Give reasons for your answer



● This cartoon appeared in a western newspaper during the 1960's

REFLECTION BY THE TEACHER:**FORMAL / RECORDED ACTIVITIES:**

Date:

LESSON PLAN - SOCIAL SCIENCES			
HISTORY			
PHASE: Senior Phase	GRADE: 7 - 9	TASK / PROJECT / TEST / EXAM	
DURATION :		HOUR:	1 hour
CONTENT:			
Grade 7	Grade 8	Grade 9	Grade 9
The Kingdom of Mali and the city of Timbuktu 14 th Century	The Industrial Revolution in Britain and southern Africa from 1860	World War II (1919 – 1945)	

AIMS	SKILLS
• Finding a variety of kinds of information about	• Being able to bring together information from different sources, e.g. pictures, cartoons, books, magazines, newspapers, websites, etc.

the past.	
• Selecting relevant information.	<ul style="list-style-type: none"> • Being able to decide about what is important information to use. Choosing information for a particular history topic.
EXPANDED OPPORTUNITIES PLANNED	RESOURCES
TEACHER ACTIVITIES	<p>Pictures, objects, maps,</p> <p>LEARNING ACTIVITIES</p> <ul style="list-style-type: none"> Introduce learners to the word 'sources' and explain what a source is in the context of History lessons. Discuss with all learners (Grades 7 – 9) the different types of sources such as maps, cartoons, documents, pictures, objects, etc. Explain to learners the TWO categories of sources such as primary sources and secondary sources using relevant examples. <p>Learners write notes in their books as the teacher explain the word 'source.'</p> <p>Learners draw a table in their books and classify examples of sources as either primary or secondary.</p>

Grade 7	<ul style="list-style-type: none"> • The teacher explains the concept of time and chronology as well as time lines. • Draw a time line and show learners when in history the events took place in the kingdom of Mali and the city of Timbuktu. ○ Ensure that learners understand what a century is and ask them the following questions: <ul style="list-style-type: none"> ○ How long is a century? (100 years). ○ Roughly, in which year did the events take place in the kingdom of Mali? ○ What is the difference in years roughly, between 2013 and the 14th century? • Refer learners to an Atlas/ world map/ map of Africa and ask them give the Geographical location of Mali on the map. • Introduce the concept of ‘trade’ and ask learners why trade was necessary during that time. • Ask learners to explain why they think camels were used as a means of transport between Mali and the trading partners. • Learners can also draw similarities between how trade is conducted in the 21st century as opposed to the 14th century. • Learners do (a) class activity/ homework on the concepts taught.
Grade 8	<p>The teacher explains the meaning of the concepts ‘Industrial revolution’.</p> <p>Use timelines to explain exactly when in history Industrial revolution took place.</p>

	<p>Use an Atlas and ask learners to identify Britain and ask them why events that take place in one continent can lead to changes in other parts of the world, using Britain and South Africa as reference.</p> <p>The learners do a class activity/ worksheet.</p>
Grade 9	<ul style="list-style-type: none"> • Revise work done in Grade 8 on World War. • Use the historical concept of cause and effect to explain reasons for the outbreak of World War 2. • Use a world map to show countries and continents that were involved in World War 2. • Class activity: Ask learners to draw a time line of events from World War 1 to the outbreak of World War 2.
REFLECTION BY THE TEACHER:	
FORMAL / RECORDED ACTIVITIES:	Date:

MULTI-GRADED LESSON PLAN

GRADES:7-9	SUBJECT: Social Sciences DISCIPLINE : History	DURATION:	DATE:
AIMS:		SKILLS:	
<ul style="list-style-type: none"> • Finding a variety of kinds of information about the past • Ability to select relevant information from sources • Ability to categorise information 		<ul style="list-style-type: none"> • Working as a group • Reading • Reading for understanding • Extracting information from a source • Writing paragraphs • Working independently 	
TOPICS			
GRADE 7	GRADE 8	GRADE 9	
Colonisation of the Cape in the 17th and 18th centuries -Indigenous inhabitants of the Cape in the 17th century	The scramble for Africa : late 19th century - Africa before colonisation and the Berlin Conference	Turning points in modern South African history since 1948 - The Universal Declaration of Human Rights	
Resources: Maps of the Cape in the 17th century and the 19th century.	Map of Africa before and after colonisation.	Human Rights poster	
Round 1: Introduction: The teacher introduces the lesson by showing all three grades learners pictures the different groups of people found in South Africa. A short discussion is held on these different groups of peoples. Answering questions like:			
<ul style="list-style-type: none"> • Who are they? • Where did they come from? • When did they settle in South Africa? • Why did they settle in South Africa? 			
The teacher then gives the different grades their separate instructions			
The teacher works with the grade 9's while the grades 7 and 8 to work independently			

<ul style="list-style-type: none"> ❖ (The group leader leads the activities). Identify features on the two maps. They compare the maps of the Cape in the two eras ❖ The learners answer the questions on the differences on the two maps. ❖ Study pictures of the indigenous peoples of the Cape 	<ul style="list-style-type: none"> ❖ The learners read the text on the 'Africa before colonisation and the 'Berlin Conference' as a group and then as individuals (three times as a group, and then take turns as individuals). ❖ (The group leader leads the activities). The learners read the text on causes of colonisation of Africa and discuss what the text is about. 	<ul style="list-style-type: none"> ❖ The teacher leads the discussion on : Human evolution& the myth of race. - The background information - The united Nations and Human Rights - A copy of the Universal Declaration of Human Rights and explains what each human right means. - A few examples scenarios are presented to demonstrate/illustrate the different human rights. - Learners identify human rights abuses from the scenarios. - Apartheid and the myth of race (introduction).
<p>Round 2: ROTATION- The grades 8&9 work independently while the teacher is with the grade 7's.</p> <ul style="list-style-type: none"> ❖ The teacher presents the lesson on the indigenous inhabitants of South Africa. - Where African farmers were settled. 	<ul style="list-style-type: none"> ❖ As class work the learners answer the questions on the worksheet. 	<ul style="list-style-type: none"> ❖ Learners answer questions on the worksheet.
<p>Round 3: ROTATION- The grades 7&9 's work independently while the teacher works with the grade 8</p> <ul style="list-style-type: none"> ❖ As class work the learners answer the questions on the worksheet. 	<ul style="list-style-type: none"> ❖ The teacher presents the lesson on Africa before colonisation - the Berlin Conference. - Causes of colonisation - The class work done earlier is marked 	<ul style="list-style-type: none"> The teacher provides learners with answers to the question. The learners exchange their books and mark one another's work. They re-exchange the books and do corrections.

MULTI-GRADED LESSON PLAN

GRADES:7-9	SUBJECT: Social Sciences DISCIPLINE : History	DURATION:	DATE:
AIMS:	<ul style="list-style-type: none"> • Finding a variety of kinds of information about the past • Ability to select relevant information from sources • Ability to categorise information 		
SKILLS:	<ul style="list-style-type: none"> • Working as a group • Reading • Reading for understanding • Extracting information from a source • Writing paragraphs • Working independently 		
TOPICS			
GRADE 7	GRADE 8	GRADE 9	
Colonisation of the Cape in the 17th and 18th centuries -Indigenous inhabitants of the Cape in the 17th century	The scramble for Africa : late 19th century - Africa before colonisation and the Berlin Conference	Turning points in modern South African history since 1948 - The Universal Declaration of Human Rights	
Resources: Maps of the Cape in the 17th century and the 19th century.	Map of Africa before and after colonisation.	Human Rights poster	
<p>Round 1 - Rotation: The teacher introduces the lesson by showing learners in all three grades pictures of the different race groups of people found in South Africa. A short discussion is held on the race groups. Learners respond verbally to the following questions:</p> <ul style="list-style-type: none"> • Who are they? (identify and name the race groups). • Where did they come from? (learners can do this with the help of a world map or an atlas). • When did they settle in South Africa? • Why did they settle in South Africa? 			

The teacher then gives the different grades their separate instructions.

The teacher works with the Grade 9s while the grades 7 and 8 work independently.	<ul style="list-style-type: none"> • (The group leader leads the activities) and prompts learners to identify features on the two maps. They compare the maps of the Cape in the two different eras. • The learners answer the questions on the differences on the two maps. • Study pictures of the indigenous people of the Cape. <ul style="list-style-type: none"> • The learners read the text on 'Africa before colonisation and the 'Berlin Conference'' as a group and then as individuals (three times as a group, and then take turns as individuals). • (The group leader leads the activities). The learners read the text on causes of colonisation of Africa and discuss what the text is about. 	<ul style="list-style-type: none"> • The teacher leads the discussion on : <ul style="list-style-type: none"> ○ Human evolution and the myth of race. ○ The background information ○ The United Nations and Human Rights ○ A copy/ poster of the Universal Declaration of Human Rights and explains what each human right means. ○ A few examples scenarios are presented to demonstrate/illustrate the different human rights. ○ Learners identify human rights abuses from the scenarios. ○ Apartheid and the myth of race (introduction).

Round 2: ROTATION- The grades 8 and 9 work independently while the teacher is with the Grade 7s.

- The teacher presents the lesson
- As class work the learners answer
- Learners answer questions on the

<p>on the indigenous inhabitants of South Africa.</p> <ul style="list-style-type: none"> ○ Where African farmers were settled. 	<p>Round 3: ROTATION- The grades 7 and 9 work independently while the teacher works with the Grade 8 worksheet.</p> <ul style="list-style-type: none"> • As class work the learners answer the questions on the worksheet. • The teacher presents the lesson on Africa before colonisation <ul style="list-style-type: none"> ○ the Berlin Conference. ○ Causes of colonisation ○ The class work done earlier is marked
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LESSON PLANS AND TASKS:

TERM 4

LESSON PLAN - SOCIAL SCIENCES					
HISTORY TERM 4					
PHASE: Senior Phase	GRADE: 7 - 9	TASK √ / PROJECT / TEST / EXAM			
DURATION :	HOUR: 3 hours				
CONTENT:					
Grade 7	Grade 8	Grade 9			
Co-operation and conflict on the frontiers of the Cape Colony in the early 19 th century	The WWI	Turning points in SA history 1960, 1976 and 1990			
AIMS					
<ul style="list-style-type: none"> • Finding a variety of kinds of information about the past • Writing History in an organised way, with a logical line of argument 		<ul style="list-style-type: none"> • Being able to bring together information from different sources, e.g. pictures, cartoons, books, magazines, newspapers, websites, etc. • Being able to write a piece of history which has an introduction, sets out relevant information in a logical way and in chronological order, and comes to a conclusion that answers the question asked in a coherent way. 			
SKILLS					
RESOURCES					
Textbooks, Maps, written sources, graphs.					
EXPANDED OPPORTUNITIES PLANNED					
TEACHER ACTIVITIES					
<ul style="list-style-type: none"> • Key question for three grades: How to write a paragraph answer in history • Introduce learners to the fact that they must be able to write paragraph and essay answers in 		LEARNING ACTIVITIES <ul style="list-style-type: none"> • Learners must be able to recognize the three parts of a paragraph namely: <ul style="list-style-type: none"> ○ The controlling sentence. 			

<p>response to assessment questions</p> <ul style="list-style-type: none"> • Discuss with all the learners the different parts of the paragraph. • Demonstrate how a paragraph is written. • Introduce the lesson topic of each grade. • Engage the learners in paragraph writing and work sheet activities. • Teacher mark a sample of the paragraph and work sheet answers of learners and provide feedback to each grade. 	<ul style="list-style-type: none"> • Supporting information. <ul style="list-style-type: none"> ◦ Concluding sentence. • The grade 8 and 9 learners will construct a paragraph answer revising the third term work, while the grade 7 learners will listen to the teacher's introduction to the British conquest and settlement of the Cape Colony. • Grade 9 learners tutor grade 7 learners concerning paragraph writing while the grade 8 content part is taught to the grade 8's • Grade 9 learners complete their work sheet after being taught their content part. • Learners work as individuals to complete their worksheets. • Learners submit their worksheets for sample marking.
<p>Grade 7-9</p>	<ul style="list-style-type: none"> • Explain to ALL the learners that the first part of the introduction will be new to the grade 7's, but revision for the grade 8 and 9 learners. • Explain to all the learners that a paragraph consist of THREE parts: <ul style="list-style-type: none"> ◦ The controlling or introductory sentence. This sentence must indicate how you are going to answer the question. ◦ Body of the paragraph. The following sentence will support the introductory sentence with relevant information. ◦ Concluding sentence. The last sentence of the paragraph is a concluding sentence which answers and round off the question asked. • Use the grade 7 content of the 3rd term to demonstrate how a paragraph is written. • Paragraph question: <p>What important contribution did W. Bleek and L Lloyd make in South Africa?</p> <p>Wilhelm Bleek and Lucy Lloyd made an important contribution in trying to preserve the San culture and</p>

language. (**Explain why this is the controlling or topic sentence.**) Both of them were very interested in the San culture and language and met with San people in order to collect their stories and learn the San language. In the late 19th century they collected and wrote down the stories and language of the San people.

A San man, Kabbo stayed with them and taught them the language and the San way of life. They collected 1200 pages of information about the language and San way of life. They published two books about their research. Today the San culture and language is not practised anymore. Our knowledge of the San culture and language mainly rely on the information collected by W. Bleek and L Lloyed. (**This part is the supporting evidence/information for the view expressed in the controlling sentence**) W. Bleek and L. Lloyd clearly made a very important contribution in preserving knowledge of the San culture and language by collecting information about it and writing it down. (**The concluding sentence round off the paragraph**)

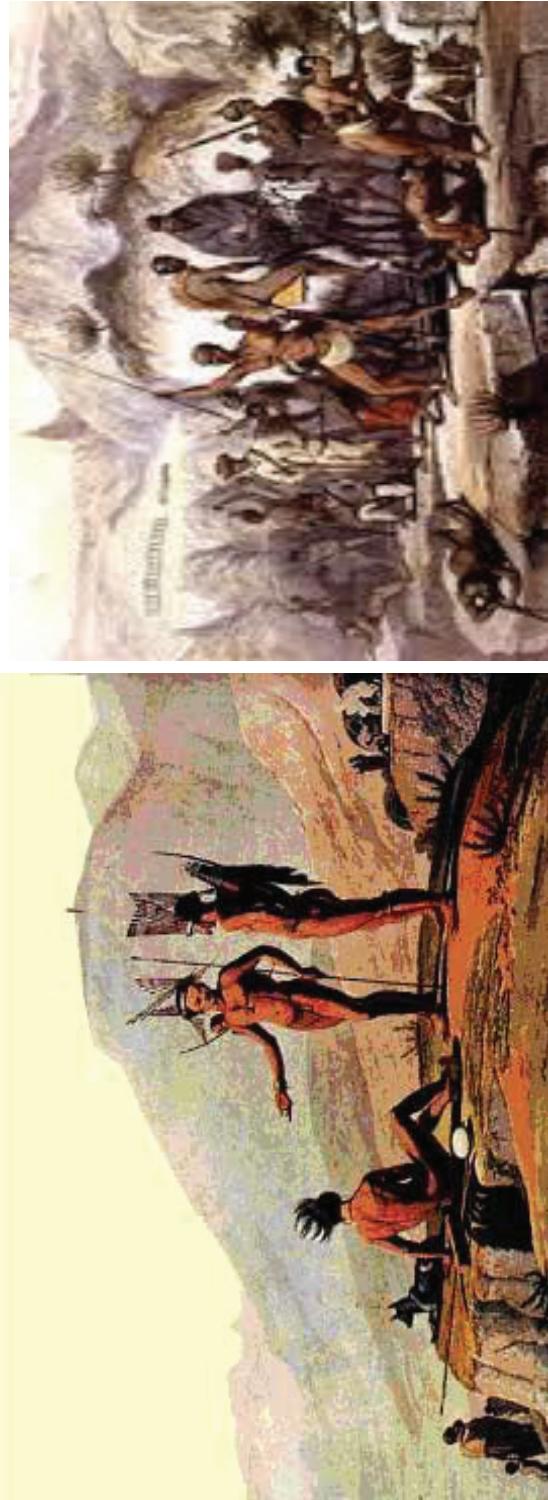
- Grade 8 and 9 learners each get a paragraph question to complete while the grade 7's are taught on the British takeover of the Cape Colony from the Dutch and the settlement of the British Immigrants in the colony.

Grade 7

- The British colonisation of the Cape Colony are discussed with the grade 7 learners looking at:
 - Reasons for the British take over – use the world map
 - The inhabitants in the Western Cape when the British took over
 - The Eastern border region - Zuurveld
 - The main problems in the Eastern border region
 - No clear recognised border between the colony and Xhosa groups
 - Lack of government control over inhabitants
 - Different cultural groups
 - Land disputes
 - Cattle raiding
 - British government take control.

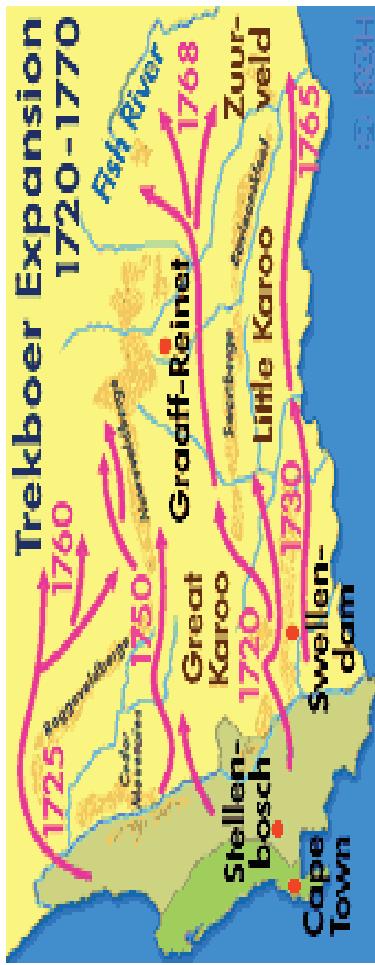


- The inhabitants of the western and eastern Cape when the British took over.
 - Learners use the pictures to identify the different groups that came under British rule





- Problems of the Eastern frontier region
 - Revise the Trekboer expansion
 - Explain how the different groups competed for land in the Eastern Cape area.
 - Use a map to indicate the disputed area.



	<ul style="list-style-type: none"> • What was the main reason for conflict in the Zuurveld area after 1770?
	<p align="center">WORKSHEET GRADE 7</p> <ul style="list-style-type: none"> • Learners are now requested to write a paragraph answer for the following question: <ul style="list-style-type: none"> ○ What was the main reason for the conflict in the Zuurveld between 1770 and 1806? • The grade 9 learners will tutor the Grade 7 learners in writing the paragraph while the grade 8 learners are introduced to their lesson topic. • Hand in paragraph answers for sample marking
Grade 8	<ul style="list-style-type: none"> • Learners will start to write a paragraph based on 3rd term work while the grades 7's are attended to. <p align="center">(Revision)</p> <ul style="list-style-type: none"> ○ Explain why it was so difficult for the British to conquer the Ashanti kingdom? • The following causes of WWI is explained to learners <ul style="list-style-type: none"> ○ Nationalism – <ul style="list-style-type: none"> ▪ Define the concept nationalism ▪ How nationalism contributed to tension in Europe ○ Industrial economies <ul style="list-style-type: none"> ▪ Explain what an industrial economy is. ▪ How industrial economies contributed to tension in Europe

- Competition
- Compare strengths of European powers – Use graph.

WORKSHEET GRADE 8

1. Instructions:

- 1.1 Study **SOURCE 8A** and answer the questions that follows.
- 1.2 Fill in the table provided to answer the questions

SOURCE 8A

Country	Population	Army (Number of soldiers)	Navy (Number of ships)	Coal produced per year (million tons)	Steel produced per year (million tons)	Value of foreign trade (million pounds per year)
Britain	46 million	711 000	186	292	11	1
France	40 million	1 250 000	119	40	4	0.4
Germany	65 million	2 200 000	108	277	17	1
Austria	50 million	81 000	30	47	2.6	0.2
Russia	167 million	1 200 000	55	36.2	4	0.2

Question	Answer
1. Which country has the largest population? (2)	
2. Which country had the second largest population? (2)	
3. Which country has the largest army? (2)	
4. Which country had the second largest army? (2)	
5. Which country has the largest navy? (2)	

	<p>6. Which country had the second largest navy (2)?</p> <p>7. Which country produced most coal per year?</p> <p>8. Which country produced the second most coal per year? (2)</p> <p>9. Which country produced most steel per year?</p> <p>10. Which country produced the second most steel per year? (2)</p> <p>11. Use your answers above to identify which country was the biggest threat to Britain as the strongest industrial country in the world? (2)</p>
	<ul style="list-style-type: none"> • Grade 8's divided into two groups <ul style="list-style-type: none"> ○ Group 1: Write a paragraph to answer the following question: <ul style="list-style-type: none"> ■ How did nationalism contribute to tension between European states? (5) ○ Group 2: Write a paragraph to answer the following question: <ul style="list-style-type: none"> ■ How did the industrial economies of European states contributed to tension between European states? (5) • Hand in answers for sample marking.

Grade 9

- Learners will act as tutors for the grade 7 learners in writing their paragraph until the grade 8's start with their paragraph writing activity.
- Take learners through the events that lead to the formation of the PAC in 1959.
 - Some ANC members opposed the following aspects of the party:
 - peaceful protest strategies of the movement
 - non-racial policies of the ANC
 - believed Africa for the Africans without sharing power with other races
 - rejected the Freedom Charter
 - favoured mass action
 - Formation of the PAC in 1959 under the leadership of Robert Sobukwe and P Leballo.
 - Competition between the ANC and PAC for Black support
- Use the following sources and your own knowledge to answer the following paragraph question:

WORKSHEET GRADE 9

SOURCE 1 is an extract from History on line and gives a short description of the differences between the ANC and PAC.

SOURCE 1

The struggles of the 1950 have brought blacks and whites together on a much greater scale in the fight for justice and democracy. The Congress Alliance was an expression of the ANC' policy of non-racialism. This was expressed in the Freedom Charter which declared the South Africa belong to all who live in it. But not everyone in the ANC agreed with the policy of non-racialism. A small minority of members, who called themselves Africanists, opposed the Freedom Charter. They objected to the ANC's growing co-operation with whites and Indians, who they described as foreigners. They were also suspicious of communists who they felt brought a foreign ideology into the struggle.

SOURCE 2 is adapted from a speech by R. Sobukwe explaining what his party is standing for.

SOURCE 2

We aim, politically, at government of the Africans by the Africans, for the Africans, with everybody who owes his only loyalty to Africa and who is prepared to accept the democratic rule of an African majority being regarded as an African.

- Why did some members of the ANC feel it was necessary to break away from the ANC and form their own political movement? (5)

REFLECTION BY THE TEACHER:

FORMAL / RECORDED ACTIVITIES: _____ **Date:** _____

POSSIBLE ANSWERS TO QUESTIONS

GRADE 7

When marking a paragraph answer it is important to assess the structure of the paragraph and the content and relevance of learners' responses to the question.

Example paragraph

The main reason for conflict in the Zuurveld between 1770 and 1806 was the clash between different cattle farming groups competing for grazing land in the area. The Trekboers who were cattle farmers and looking for better grazing land entered the Zuurveld after 1770 in growing numbers. In the area there were also Khoi Khoi and Xhosa groups that used the area for their cattle. Both the Dutch government at the Cape and the Xhosa paramount chief did not have very good control over their subjects in the area. Soon disputes over land developed and all groups claimed the right to land. Cattle raiding and counter raiding caused tensions to grow and these developed into a struggle with the Trekboers trying to push the Xhosa out of the region and vice versa. The struggle to take over the Zuurveld by different groups was therefore the main reason for conflict in the area. (5)

GRADE 8

Question	Answer
12. Which country has the largest population?	Russia
13. Which country had the second largest population?	Germany
14. Which country has the largest army?	Russia
15. Which country had the second largest army?	Germany
16. Which country has the largest navy?	Britain
17. Which country had the second largest navy?	France
18. Which country produced most coal per year?	Britain
19. Which country produced the second most coal per year?	Germany
20. Which country produced most steel per year?	Germany
21. Which country produced the second most steel per year?	Britain

<p>22. Use your answers above to identify which country was the biggest threat to Britain as the strongest industrial country in the world?</p>	<p>Germany (20)</p>
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When marking the paragraph answer it is important to assess the structure of the paragraph and what information was used.

Example of a paragraph answer:

Group 1: Nationalism made people in Europe believe that promoting the interests of their country is very important. This led to competition with other countries to determine who was the strongest. To promote the prestige and power of their countries, governments tried to obtain more land in the form of colonies. This led to competition and disputes between countries. Countries increased their military power, which further increased competition and tension amongst the countries. Nationalism also caused economic competition as countries wanted economic and political domination. Nationalism created competition in different fields among the European countries and this was one of the triggers of the world war. (5)

GRADE 9

When marking the paragraph answer it is important to assess the structure of the paragraph and what information was used.

Example of a paragraph response:

Some ANC member wanted to break away from the party because they disagreed strongly with some of the policies of the party. They believed that Africans must lead and fully control the struggle against the Apartheid government. The policy of the ANC that was written in the Freedom Charter that they support a policy of non-racialism and cooperation between different races was rejected by these members. The communist members of the ANC, was also not accepted by them because they believed communism was a foreign ideology. The way the ANC opposed the Apartheid government through peaceful protest was also rejected by them. They believed in mass action and more violent means. Those who broke away from the ANC to form the PAC did it because they disagreed on important matters from the ANC. (5)

LESSON PLAN - SOCIAL SCIENCES HISTORY TERM 4		
PHASE: Phase	Senior	GRADE: 7 - 9
DURATION :		HOUR: 3 hours

CONTENT:		
Grade 7	Grade 8	Grade 9
Co-operation and conflict on the frontiers of the Cape Colony in the early 19th century	The WWI	Turning points in SA history 1960, 1976 and 1990

AIMS	SKILLS
<ul style="list-style-type: none"> Finding a variety of kinds of information about the past 	<ul style="list-style-type: none"> Being able to bring together information from different sources, e.g. pictures, cartoons, books, magazines, newspapers, websites, etc.
<ul style="list-style-type: none"> Writing History in an organised way, with a logical line of argument 	<ul style="list-style-type: none"> Being able to write a piece of history which has an introduction, sets out relevant information in a logical way and in chronological order, and comes to a conclusion that answers the question asked in a coherent way.

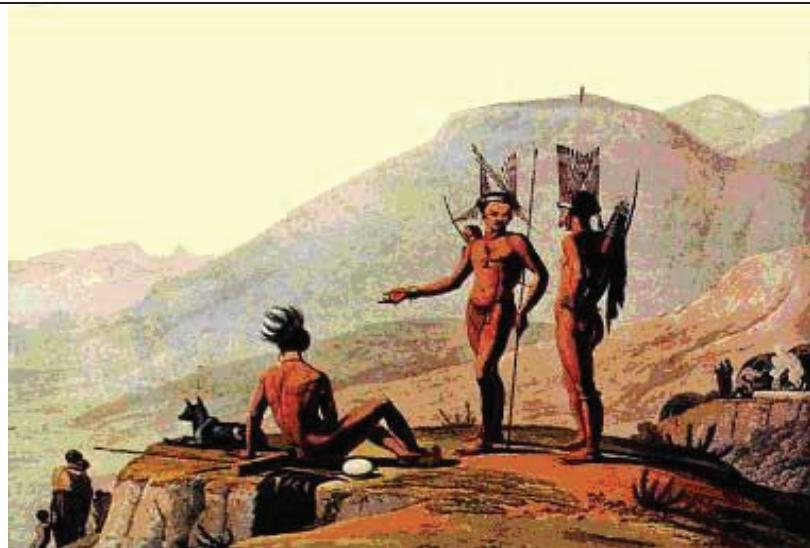
EXPANDED PLANNED OPPORTUNITIES	RESOURCES
	Textbooks, Maps, written sources, graphs.

TEACHER ACTIVITIES	LEARNING ACTIVITIES
<ul style="list-style-type: none"> Key question for three grades: How to write a paragraph answer in history Introduce learners to the fact that they must be able to write paragraph and essay answers in response to assessment questions Discuss with all the learners the different parts of the paragraph. Demonstrate how a paragraph is written. Introduce the lesson topic of each grade. 	<ul style="list-style-type: none"> Learners must be able to recognize the three parts of a paragraph namely: <ul style="list-style-type: none"> The controlling sentence. Supporting information. Concluding sentence. The grade 8 and 9 learners will construct a paragraph answer revising the third term work, while the grade 7 learners will listen to the teacher's introduction to the British conquest and settlement of the Cape Colony. Grade 9 learners tutor grade 7 learners concerning paragraph writing while the grade 8 content part is taught to the grade 8's

<ul style="list-style-type: none"> Engage the learners in paragraph writing and work sheet activities. Teacher mark a sample of the paragraph and work sheet answers of learners and provide feedback to each grade. 	<ul style="list-style-type: none"> Grade 9 learners complete their work sheet after being taught their content part. Learners work as individuals to complete their worksheets. Learners submit their worksheets for sample marking.
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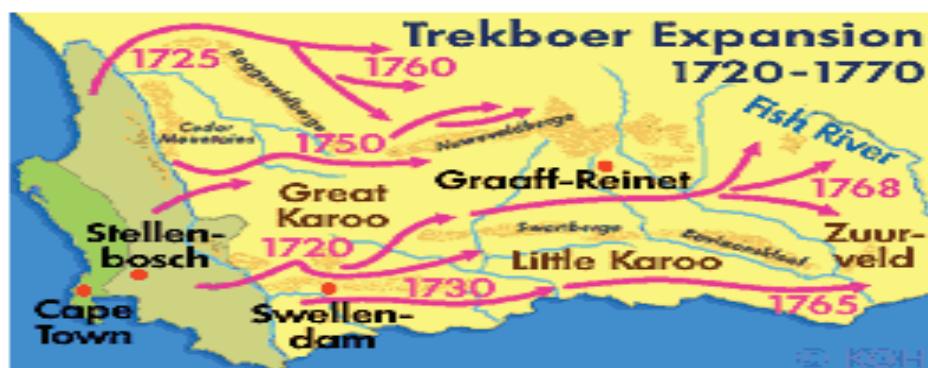
Grade 7-9	<p style="text-align: center;">INTRODUCTION</p> <ul style="list-style-type: none"> Explain to ALL the learners that the first part of the introduction will be new to the grade 7's, but revision for the grade 8 and 9 learners. Explain to all the learners that a paragraph consist of THREE parts: <ul style="list-style-type: none"> The controlling or introductory sentence. This sentence must indicate how you are going to answer the question. Body of the paragraph. The following sentence will support the introductory sentence with relevant information. Concluding sentence. The last sentence of the paragraph is a concluding sentence which answers and round off the question asked. Use the grade 7 content of the 3rd term to demonstrate how a paragraph is written. Paragraph question: What important contribution did W. Bleek and L Lloyd make in South Africa? <p>Wilhelm Bleek and Lucy Lloyd made an important contribution in trying to preserve the San culture and language. (Explain why this is the controlling or topic sentence.) Both of them were very interested in the San culture and language and met with San people in order to collect their stories and learn the San language. In the late 19th century they collected and wrote down the stories and language of the San people.</p> <p>A San man, Kabbo stayed with them and taught them the language and the San way of life. They collected 1200 pages of information about the language and San way of life. They published two books about their research. Today the San culture and language is not practised anymore. Our knowledge of the San culture and language mainly rely on the information collected by W. Bleek and L Lloyd. (This part is the supporting evidence/ information for the view expressed in the controlling sentence) W. Bleek and L Lloyd clearly made a very important contribution in preserving knowledge of the San culture and language by collecting information about it and writing it down. (The concluding sentence round off the</p>
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	<p><i>paragraph)</i></p> <ul style="list-style-type: none"> • Grade 8 and 9 learners each get a paragraph question to complete while the grade 7's are taught on the British takeover of the Cape Colony from the Dutch and the settlement of the British Immigrants in the colony.
Grade 7	<ul style="list-style-type: none"> • The British colonisation of the Cape Colony are discussed with the grade 7 learners looking at: <ul style="list-style-type: none"> ○ Reasons for the British take over – use the world map ○ The inhabitants in the Western Cape when the British took over ○ The Eastern border region - Zuurveld ○ The main problems in the Eastern border region <ul style="list-style-type: none"> ▪ No clear recognised border between the colony and Xhosa groups ▪ Lack of government control over inhabitants ▪ Different cultural groups ▪ Land disputes ▪ Cattle raiding ○ British government take control.  <ul style="list-style-type: none"> ○ The inhabitants of the western and eastern Cape when the British took over. <ul style="list-style-type: none"> ▪ Learners use the pictures to identify the different groups that came under British rule





- Problems of the Eastern frontier region
 - Revise the Trekboer expansion
 - Explain how the different groups competed for land in the Eastern Cape area.
 - Use a map to indicate the disputed area.



- What was the main reason for conflict in the Zuurveld area after 1770?

WORKSHEET GRADE 7

- Learners are now requested to write a paragraph answer for the following question:
 - What was the main reason for the conflict in the Zuurveld between 1770 and 1806?
- The grade 9 learners will tutor the Grade 7 learners in writing the paragraph while the grade 8 learners are introduced to their lesson topic.
- Hand in paragraph answers for sample marking

Grade 8	<ul style="list-style-type: none"> ● Learners will start to write a paragraph based on 3rd term work while the grades 7's are attended to. (Revision) <ul style="list-style-type: none"> ○ Explain why it was so difficult for the British to conquer the Ashanti kingdom? ● The following causes of WWI is explained to learners <ul style="list-style-type: none"> ○ Nationalism –
----------------	---

- Define the concept nationalism
- How nationalism contributed to tension in Europe
- Industrial economies
 - Explain what an industrial economy is.
 - How industrial economies contributed to tension in Europe
 - Competition
 - Compare strengths of European powers – Use graph.

WORKSHEET GRADE 8

2. Instructions:

1.3 Study **SOURCE 8A** and answer the questions that follows.

1.4 Fill in the table provided to answer the questions

SOURCE 8A

Country	Population	Army (Number of soldiers)	Navy (Number of ships)	Coal produced per year (million tons)	Steel produced per year (million tons)	Value of foreign trade (million pounds per year)
Britain	46 million	711 000	186	292	11	1
France	40 million	1 250 000	119	40	4	0.4
Germany	65 million	2 200 000	108	277	17	1
Austria	50 million	81 000	30	47	2.6	0.2
Russia	167 million	1 200 000	55	36.2	4	0.2

Question	Answer
23. Which country has the largest population? (2)	
24. Which country had the second largest population? (2)	
25. Which country has the largest army? (2)	
26. Which country had the second largest army? (2)	
27. Which country has the largest navy? (2)	
28. Which country had the second largest navy (2)?	

	<p>29. Which country produced most coal per year?</p> <p>30. Which country produced the second most coal per year? (2)</p> <p>31. Which country produced most steel per year?</p> <p>32. Which country produced the second most steel per year? (2)</p> <p>33. Use your answers above to identify which country was the biggest threat to Britain as the strongest industrial country in the world? (2)</p>	
Grade 9	<ul style="list-style-type: none"> • Grade 8's divided into two groups <ul style="list-style-type: none"> ○ Group 1: Write a paragraph to answer the following question: <ul style="list-style-type: none"> ▪ How did nationalism contribute to tension between European states? (5) ○ Group 2: Write a paragraph to answer the following question: <ul style="list-style-type: none"> ▪ How did the industrial economies of European states contributed to tension between European states? (5) • Hand in answers for sample marking. 	

WORKSHEET GRADE 9

SOURCE 1 is an extract from History on line and gives a short description of the differences between the ANC and PAC.

SOURCE 1

The struggles of the 1950 have brought blacks and whites together on a much greater scale in the fight for justice and democracy. The Congress Alliance was an expression of the ANC' policy of non-racialism. This was expressed in the Freedom Charter which declared the South Africa belong to all who live in it. But not everyone in the ANC agreed with the policy of non-racialism. A small minority of members, who called themselves Africanists, opposed the Freedom Charter. They objected to the ANC's growing co-operation with whites and Indians, who they described as foreigners. They were also suspicious of communists who they felt brought a foreign ideology into the struggle.

SOURCE 2 is adapted from a speech by R. Sobukwe explaining what his party is standing for.

SOURCE 2

We aim, politically, at government of the Africans by the Africans, for the Africans, with everybody who owes his only loyalty to Africa and who is prepared to accept the democratic rule of an African majority being regarded as an African.

- Why did some members of the ANC feel it was necessary to break away from the ANC and form their own political movement? (5)

REFLECTION BY THE TEACHER:

FORMAL / ACTIVITIES:	RECORDED	Date:
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EXEMPLAR GEOGRAPHY ASSESSMENT ACTIVITIES: GRADES 7-9

EXEMPLAR WORKSHEETS FOR MULTI-GRADE SCHOOLS

TERM 1: GEOGRAPHY

GRADE 7

Refer to Source 1A to answer the questions that follow:

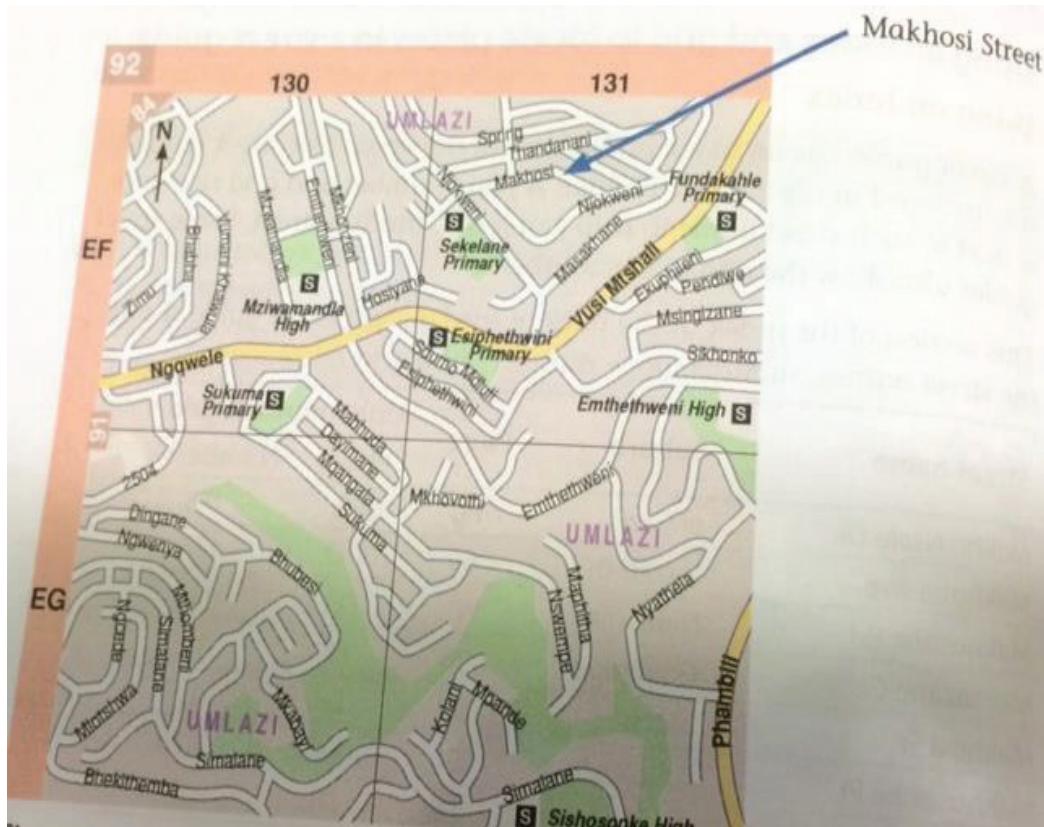
Source 1A: Table indicating a section of the index from Durban's street guide, taken from *Spot On: Social Sciences, Grade 7* (P. 3)

Street name	Suburb	Page	Alpha-numeric grid	
			Letters	Numbers
Makho Nsele Dr.	uMlazi	86	ED	135
Makhoba Ave.	Nazareth	69	DQ	128
Makhosana Rd.	Nluzuma	41	DA	140
Maksazane Cr.	Golokondo	90	EK	125
Makhosi St.	uMlazi	92	EF	131
Makhosonke Pl	Gokolodo	91	EK	126
Makhunga Pl	Phumelele	68	DT	125

1. Give the alpha-numeric grid references for the following places:
 - a) Makho Nsele Drive (1)
 - b) Makhosana Road (1)
 2. In which suburb is Makhunga Place? (1)
 3. On which page of the street guide is Makhoba Avenue? (1)
 4. Name the suburb with the grid reference EG 130. (1)
- (5)

Refer to sources 1A and 1B to answer the questions that follow:

Source 1B: Makhosi Street in Durban Street guide, taken from **Spot On Social Sciences – Grade 7** (P.4).



5. In which direction will you be travelling from Esiphethwini Primary to Fundakahle Primary? (2)
6. Describe which routes you will use to travel from Emthethweni High to Sukuma Primary school? (3) (5)
(10)

GRADE 8

Refer to Source 1A and then answer the questions that follow.

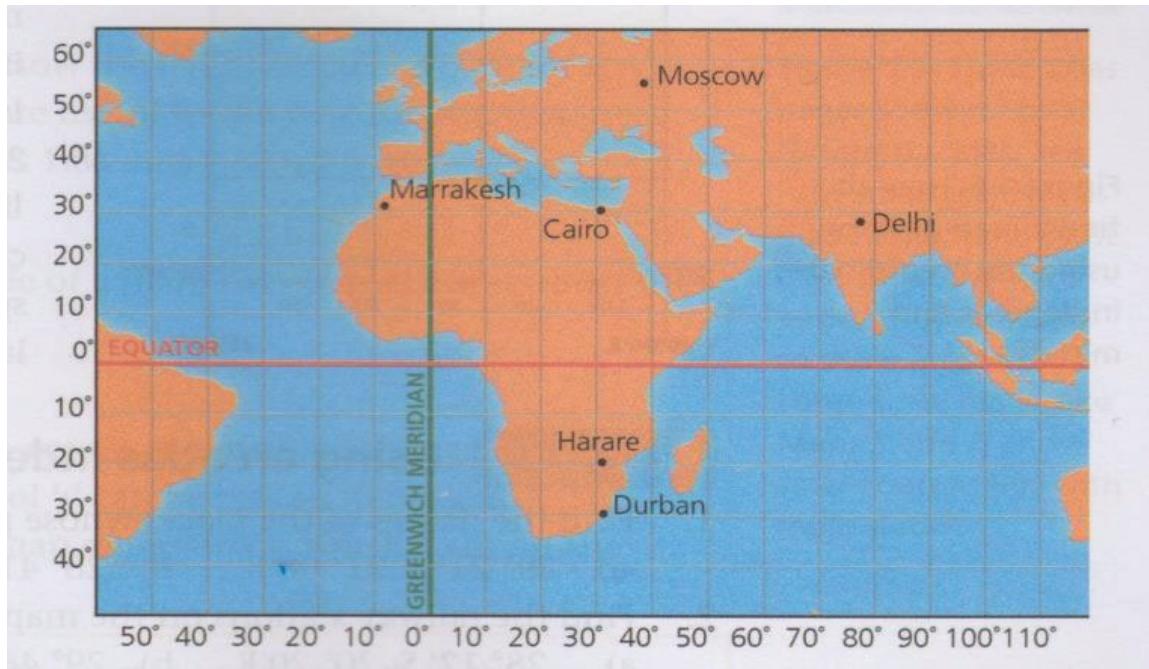
Source 1A: A source showing Atlas Index used to locate places, taken from *Oxford Successful Social Sciences – Grade 8* (P.10).

name of place	country or continent	latitude	longitude
Georgetown tn.	Guyana	54 6°50'N	58°12'W
description of place		page number in atlas	
GABON	co. Africa	48 0°10'S	10°0'E
Gaborone	tn Botswana	48 24°45'S	25°57'E
Galapagos	is. Pac.Oc	55 0°0'S	91°0'W
Galeshewe	tn. SA	28 28°42'S	24°43'E
GaMatswe	tn. SA	33 23°35'S	30°21'E
GAMBIA	co. Africa	48 13°25'N	16°0'W
Ganges	r. India	51 23°20'N	19°30'E

1. Name **two** places in the index that are located north of the Equator. (2)
 2. Write down the name of the place that is located on the Equator. (1)
 3. How is 'town' abbreviated in the atlas index? (1)
 4. What is the index code of a continent? (1)
 5. Write down the name of the island located west of the Greenwich meridian. (2)
 6. What is the purpose of the atlas index? (2)
- (9)

Refer to **Source 1B** to answer the questions below

Source 1B below shows how to use the latitude and longitude to locate different places globally, adapted from **Social Sciences Today – Grade 8 (P. 3)**.



7. Match the positions in **COLUMN A** with cities chosen from **COLUMN B**.

Column A	Column B
i) 29°N & 77°E	a. Cairo
ii) 30°S & 31°E	b. Delhi
iii) 32°N & 08°W	c. Durban
iv) 30°N & 31°E	d. Marrakesh
v) 55°N & 38°E	e. Moscow

(5 x 1)

(5)

8. In which continents are these positions:

- a. $20^{\circ}\text{N}; 10^{\circ}\text{W}$ (2)
b. $50^{\circ}\text{N}; 10^{\circ}\text{E}$ (2)
c. $20^{\circ}\text{S}; 50^{\circ}\text{W}$ (2)

(20)

GRADE 9

Study source 1A and answer the questions that follow:

Source 1A is adapted from Solutions for All – Grade 9 (P. 25).



1. Identify each of the landscape features at points A, B, C and D. (4)
2. What is the contour interval on this map? (1)
3. What do we call the height feature with the number •969? (1)
4. Suggest a place on the map where you might find a trig beacon. (1)
5. Give a reason for your answer in 4 above. (2)
6. Which part of the map shows the highest land:
 - a. North east
 - b. North west
 - c. South(1)
7. Motivate the answer you have provided in 6 above. (2)
8. Draw a line to show a place on the map that has a gentle gradient. (1)
9. Define the concept 'contour line' (2)

(15)

Marking guidelines

TERM 1: GEOGRAPHY (Grade 7-9)

GRADE 7 GEOGRAPHY

QUESTION 1: Using an index and a grid

1.1.

1.1.1. ED 135 ✓

1.1.2. DA 140 ✓

1.1.3. Phumphele ✓

1.1.4. 69 ✓

1.1.5. Umlazi ✓

(5)

1.2.

1.2.1. North East ✓ ✓

(2)

1.2.2. - Emthethweni street-Mkhovothi street-Mqangala street ✓✓✓

- Emthethweni street-Ngqweli street-then turn to the south (left) ✓ ✓ ✓

(5) (10)

GRADE 8

QUESTION 1: ATLAS INDEX & DEGREES AND MINUTES

1.1.

1.1.1. Gambia and Ganges ✓ ✓

1.1.2. Galapos ✓ ✓

1.1.3. TN ✓ ✓

1.1.4. co ✓ ✓

1.1.5. Galapos ✓ ✓

1.1.6. The Atlas index tells you about all that you need to know in order to locate places on the maps inside the atlas ✓✓

OR

-For example, name of a place, description of a place, page number, Latitudes and longitudes ✓ ✓ **(1x2) (2)**

1.2.

1.2.1. Match the positions in **Column A** with cities chosen from **Column B**.

Column A	Column B
i) 29°N & 77°E	b Delhi ✓
ii) 30°S & 31°E	c Durban ✓
iii) 32°N & 08°W	d Marrakesh ✓
iv) 30°N & 31°E	a Cairo ✓
v) 55°N & 38°E	e Moscow ✓

(5 x 1) (5)

1.2.2. In which continents are these positions:

- a. 20°N ; 10°W - Africa ✓✓
b. 50°N ; 10°E - Europe ✓✓
c. 20°S ; 50°W - South America ✓ ✓

(3x2) (6)

(20)

GRADE 9

QUESTION 1: CONTOUR LINES

- 1.1.1. A – Spur ✓
B - River ✓
C - Conical Hill ✓
D - Ridge/ Hill/ Mountain ✓
- 1.1.2. 20 metres ✓
1.1.3. Spot height ✓
1.1.4. At C, D and north eastern part of the map ✓
1.1.5. They are located on elevated area ✓ ✓
1.1.6. North east ✓
1.1.7. The altitude is higher than 1000m ✓✓
1.1.8. Learners draw a line from the lowest contour value at D to the north-western part of the map ✓
1.1.9. Contour lines - lines on the topographic map joining places of same height above sea level ✓ ✓

(15)

EXEMPLAR WORKSHEETS

GEOGRAPHY-TERM 2

GRADE 7: WORKSHEET 1

QUESTION 1: VOLCANOES

1.1. Read **Source 1A** which is the case study on volcanoes and answer the questions that follow.

SOURCE 1A: Case study on the location of volcanoes

Where are the world's volcanoes?

There are currently between 50 to 70 volcanoes in the world. Many of them are located around the edges of the Pacific Ocean:

- The west coast of the Americas
- The east coast of Siberia, Japan, the Philippines and Indonesia
- In island chains from New Guinea to New Zealand – the so-called ‘Ring of Fire’

Most of them occur near the edges of the large tectonic plates that make up the solid surface of the Earth

What is the Ring of Fire?

The Pacific Ring of Fire is an area of frequent earthquakes and volcanic eruptions encircling the basin of the Pacific Ocean. The Ring of Fire has 452 volcanoes and is home to over 50% of the world's active and dormant volcanoes. Ninety percent of the world's earthquakes and 81% of the world's largest earthquakes occur along the Ring of Fire.

Adapted from: *Via Africa Social Sciences* (Grade 7, P. 72)

1.1.1. Define the following concepts:

- a. Volcano
- b. Ring of fire

(2x2) (4)

1.1.2. Name the **two** areas in the eastern coast of the Pacific Ocean that have frequent occurrence of volcanoes.

(2x1) (2)

1.1.3. Why do most volcanoes occur near the edges of the Pacific Ocean?

State **two** reasons to motivate your answer.

(2x2) (4)

1.1.4 Draw and label a cross-section of the structure of the earth

(10)

NB: 2 marks for correct drawing, 2 marks each for correct labelling

GEOGRAPHY GRADE 9: WORKSHEET 1

QUESTION 1: RIVER AND SEA EROSION AND DEPOSITION

1.1. Choose the correct concept provided in the box that matches the description in 1.1.1-1.1.3

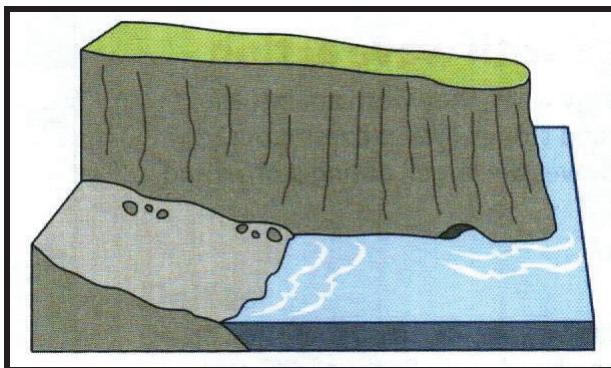
Deposition, Weathering, Erosion

- 1.1.1. Rocks are broken down into smaller pieces. (1x1) (1)
1.1.2. Rocks and soil particles are worn away and moved somewhere else. (1x1) (1)
1.1.3. When a load of moving materials become heavier, the movement becomes slower and eventually stops. (1x1 (1)
(3)

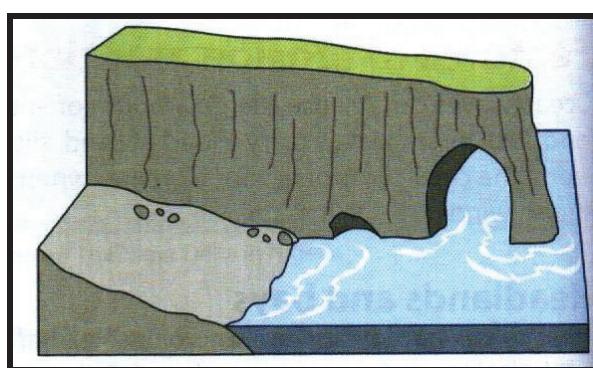
1.2. Study **Source 1A-D** and answer the questions below.

Source 1A-D: Features of erosion and deposition

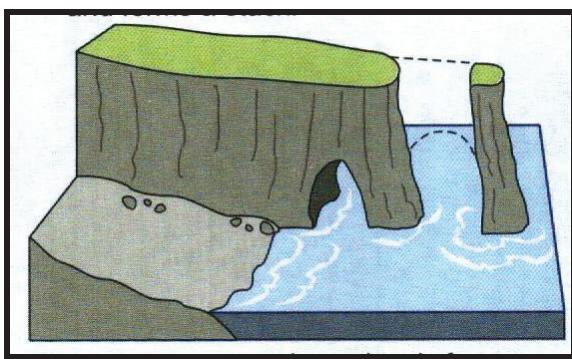
Source 1A



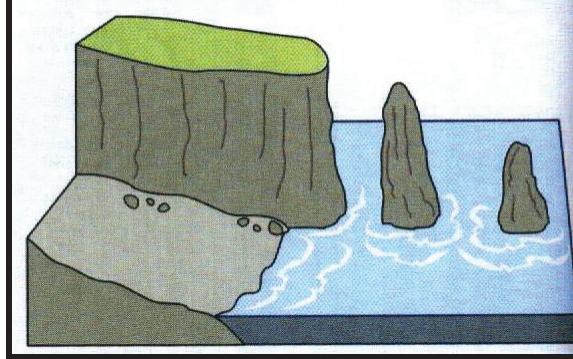
Source 1B



Source 1C



Source 1D



1.2.1. Features in **Sources 1A-D** are the result of river erosion.

Do you agree or disagree with this statement? Give a reason for your answer. (3)

1.1.4. Choose features that are represented at 1C and 1B from the list given below:

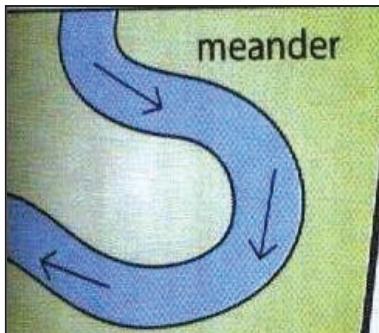
Caves, Arches, Stacks

(2x1) (2)

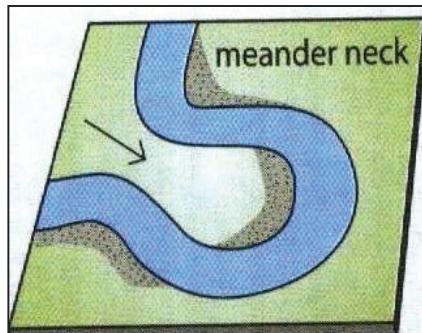
1.3.1. What is the difference between a meander and a delta? (2x2) (4)

1.3.2. Study Source 1A-D and describe /explain how erosion and deposition changed the course of the river.

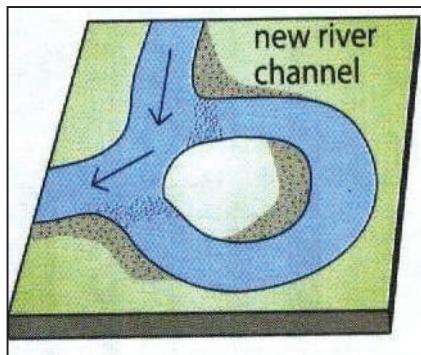
Source 1A



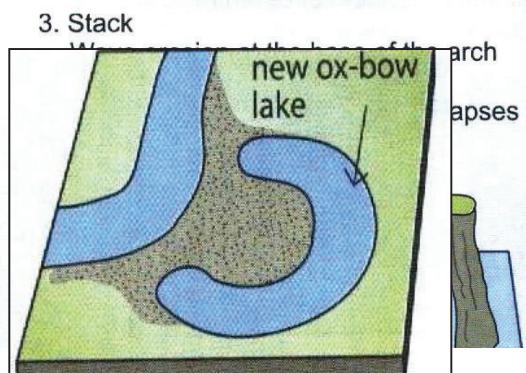
Source 1B



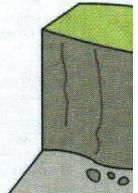
Source 1C



Source 1D



4. Stack
A stack stands



Rubric for marking the paragraph

Descriptors	1	2	3	4
River Erosion	No understanding of the concept erosion.	Little understanding of erosion.	Average understanding of erosion.	Full understanding of erosion.
River Deposition	No understanding of river deposition.	Little understanding of river deposition.	Average understanding of river deposition.	Full understanding of river deposition.
Total				8 marks

(8)
TOTAL: 20

MARKING GUIDELINES/ MEMORANDUM

EXEMPLAR WORKSHEETS FOR MULTI-GRADE SCHOOL

TERM 2 GRADE 7 GEOGRAPHY: WORKSHEET 1 MEMO

QUESTION 1: VOLCANOES

- 1.1.1. a. Volcano – a mountain or hill that has an opening at the top through which lava, pieces of rock, ash and gases erupt ✓✓
b. Ring of Fire – an area where a large number of earthquakes & volcanic activity occur. ✓✓ (4)

1.1.2. Siberia ✓

Japan ✓

Phillipines ✓

Indonesia ✓

Any 2 (2x1) (2)

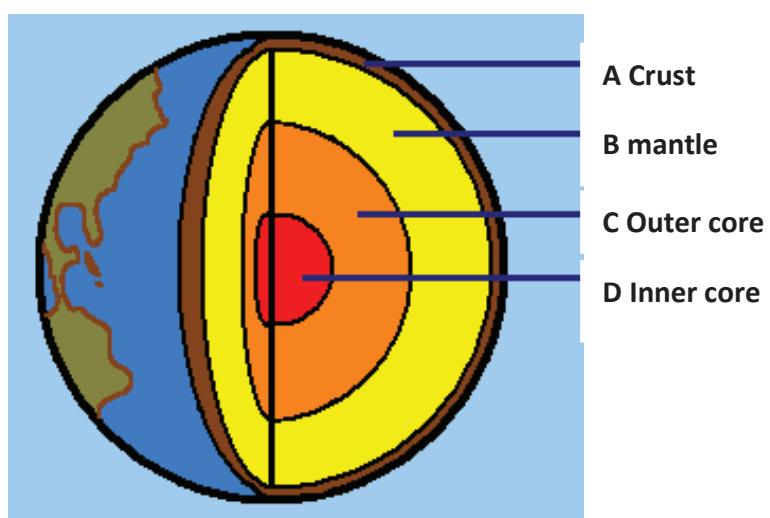
1.1.3. It is at the edges of tectonic plates ✓✓

Most plates are diverging, allowing deposition of magma from within ✓✓

(2x2) (4)

(10)

1.2 The structure of the earth



2 marks for correct drawing, 2 marks each for correct labelling

(20)

QUESTION 1: SOUTH AFRICA'S CLIMATE

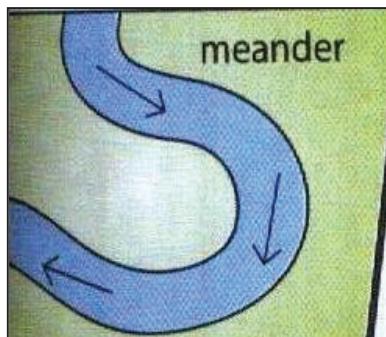
- 1.1.1. a.Musina - Summer ✓
b.Cape Town - Winter ✓ (2x1) (2)
- 1.1.2. Cape Town - 27°C ✓
Musina - $20,0^{\circ}\text{C}$ ✓ (2x1) (2)
- 1.1.3. Cape Town 15°C ✓
Musina 21°C ✓ (2x1) (2)
- 1.1.4. The sun strikes the earth's surface at almost vertical angle
At Musina ✓✓ , and at a more oblique angle in Cape town ✓✓ (2x2) (4)
- 1.1.5. Musina is far from the ocean currents ✓✓ while Cape Town is influenced by
ocean currents ✓✓ (2x2) (4)
 (14)

TERM 2 GRADE 9 GEOGRAPHY: WORKSHEET 1 MEMO

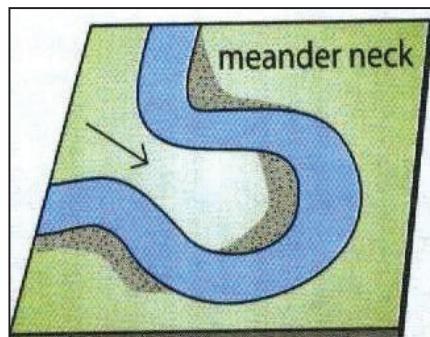
QUESTION 1: RIVER AND SEA EROSION AND DEPOSITION

- 1.1.1. Weathering ✓ (1x1) (1)
1.1.4. Erosion ✓ (1x1) (1)
1.1.5. Deposition ✓ (1x1) (1)
(3)
- 1.2.1. Disagree ✓ They are features of sea erosion ✓ (2)
1.2.1. 1B - Arches ✓
1C - Stacks ✓ (2x1) (2)
- 1.3.1. **Meander** is a bend at the middle and lower river course resulting from erosion ✓✓ while a **Delta** is triangular in shape and forms as a result of river deposition ✓✓ (2x2) (4)
1.3.2. Study Source 1A-D and describe /explain how erosion and deposition changed the course of the river.

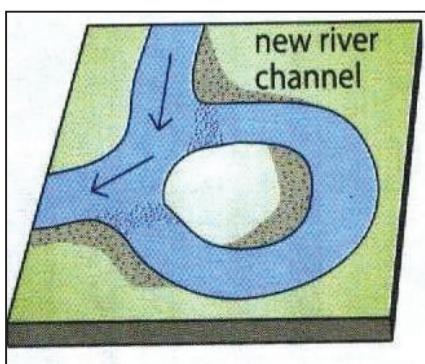
Source 1A



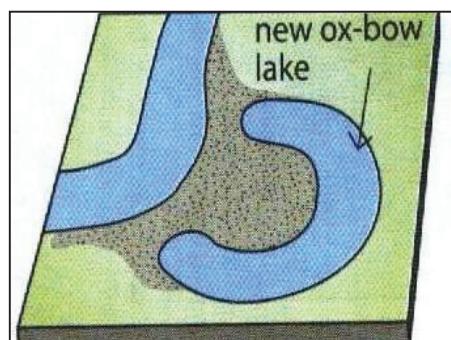
Source 1B



Source 1C



Source 1D



Rubric for marking the paragraph

Descriptors	1	2	3	4
River Erosion	No understanding of the concept erosion.	Little understanding of erosion.	Average understanding of erosion.	Full understanding of erosion.
River Deposition	No understanding of river deposition.	Little understanding of river deposition.	Average understanding of river deposition.	Full understanding of river deposition.
Total				8 marks

Guidance on expected responses

- A - Meander is formed at the river course in the flood plain due to the volume and speed of the river reduced
- B - Deposition occurs at the outer side of the meander channel while erosion
- C – During flooding, the river cuts /erodes through the meander while depositing debris on the meander neck
- D – The meander is ultimately cut-off from the main stream to form an ox-bow lake

(8)

TOTAL: 20

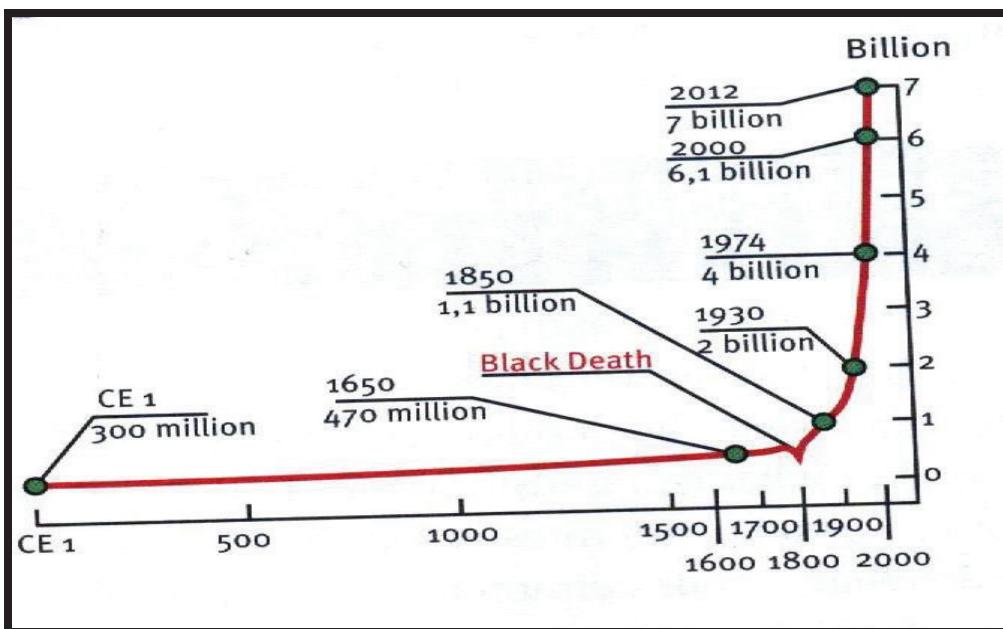
EXEMPLAR WORKSHEET

TERM 3 GRADE 7 GEOGRAPHY: WORKSHEET

QUESTION 1: WORLD POPULATION GROWTH

1.1. Refer to **Source 1A** and answer questions that follow.

Source 1A: The line graph showing trends of world population growth,



Taken from Via Afrika Social Sciences Grade 7 P. 154

- 1.1.1. Why did the world's population grow so slowly between 1CE and 1650? (2)
- 1.1.2. What was the population growth between 1650 and 1850? (2)
- 1.1.3. How many years did this take? (1)
- 1.1.4. How many years did it take for the world's population to grow from 300 million to 1.1 billion? (1)
- 1.1.5. What happened between the late 1700s and 1850 to cause this rapid population increase? (4)
(10)

QUESTION 1: WORLD POPULATION GROWTH

1.1. Study **source 1A** and answer question 1.1.1 below.

Source 1A: A text on urbanisation, adapted from Social Sciences Today, Grade 8 P. 76

Urbanisation

The number of people living in most towns and cities gets larger each year. Urbanisation is the increase in the proportion (percentage) of a country's population leaving in urban settlement. In South Africa, about 62% of the total population live in urban settlements, 38% live in rural settlements. In 2000, 50% of South Africa's population was urban. This tells us that with time, more and more South Africans are leaving rural areas and moving to urban areas.

1.1.1. Explain what urbanisation is in your own words. (2)

1.2. Look at **Source 1B** below and decide whether the following statements are true or false. Provide the correct answers to false statements.

Source 1B: A table showing urbanisation of selected African countries

Country	1992	2012	Country	1992	2012
Zimbabwe	30%	38%	South Africa	53%	67%
Botswana	33%	55%	Egypt	26%	43%
Mozambique	24%	48%	Nigeria	36%	55%

Taken from Oxford Successful Social Sciences Grade 8, P. 108

- a) This table shows the rate of urbanisation in selected African countries from 1992 to 2012.
- b) Egypt is the most urbanised of the six countries on the table.
- c) Of the six countries, South Africa has the highest percentage of people living in rural areas.

Mozambique is urbanising more rapidly than any of the other countries listed.

- d) Botswana is urbanising more rapidly than Nigeria.

(8)

1.3. Use the provided table to classify the following factors in a word bubble into **push** and **pull** factors.

Natural disasters; Higher wages; Safety and security; Poverty; Political unrest and wars; More services such as health; Greater employment opportunities; Not enough farming land; Good education; No work.

Push factors	Pull factors

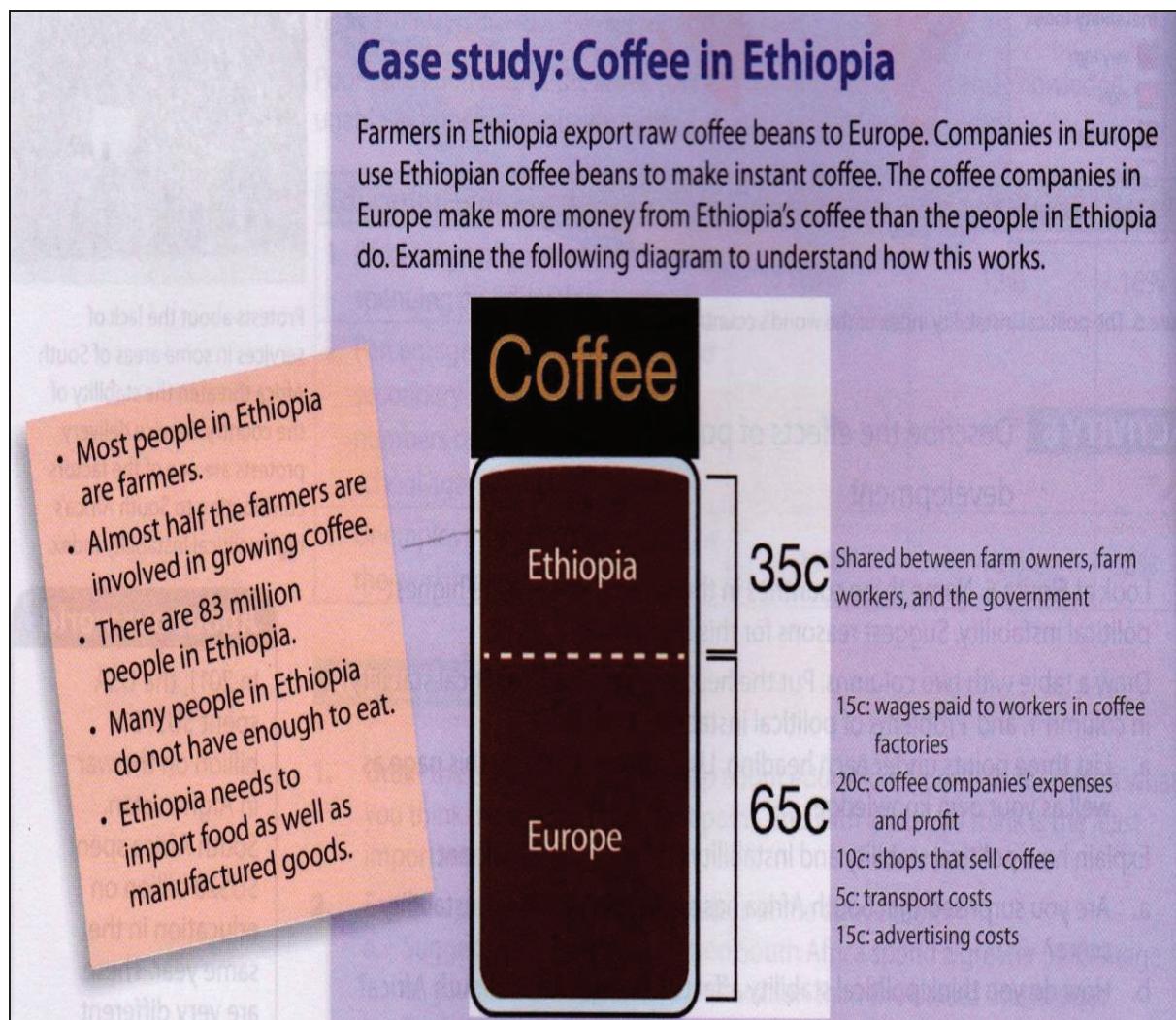
(10)

TERM 3 GRADE 9 GEOGRAPHY: WORKSHEET

QUESTION 1: OPPORTUNITIES FOR DEVELOPMENT

1.1. Study **Source 1A** carefully and answer questions that follow.

Source 1A: Case study about coffee in Ethiopia, adapted from Platinum Social Sciences Gr 9, P. 44



1.1.1 State whether the following statements are **TRUE** or **FALSE**.

If the statement is **false**, provide the correct statement.

- Europe is getting more profit than Ethiopia.
- All coffee industries are based in Ethiopia.
- Ethiopia buys food and manufactured goods from other countries
- Shops for instant coffee are only located in Ethiopia

1.1.2. Define the term 'export'. (6)
(1x2) (2)

1.1.3. If companies made instant coffee in Ethiopia and then sold this instant coffee to Europe, it means that the diagram represented above would change with more cents in Ethiopia.

Draw a diagram about sharing profit from the coffee jar.

Show the processes that would now take place in Ethiopia.

On your diagram, indicate how you think the 100 cents would be divided.

(8)
(16)

TERM 3 GRADE 7 GEOGRAPHY: WORKSHEET 1 MEMO ✓

- 1.1 Lack of modern medical facilities ✓ Lack of improved farming technology ✓✓
- 1.2 630 000 000 ✓✓
- 1.3 200 years ✓
- 1.4 1850 years ✓
- 1.5 Industrial Revolution led to improved food production ✓✓
 - Medical facilities ✓✓

(10)

TERM 3 GRADE 8 GEOGRAPHY: WORKSHEET 1 MEMO

1.1.1. Urbanisation is the movement of people from rural areas to urban areas. ✓ ✓

1.2.

- a) False ✓ – 20 years ✓
- b) False ✓ – The most urbanised country is South Africa. ✓
- c) False ✓ – Zimbabwe has the highest number of people living in rural areas. ✓
- d) True. ✓
- e) True. ✓

(8)

1.3.

Push factors	Pull factors
Natural disasters✓	Higher wages✓
Poverty✓	Safety and security✓
Political unrests and wars✓	More services such as health✓
Not enough farming land✓	Greater employment opportunities✓
No work✓	Good education✓

(10)

GRADE 9 MARKING GUIDELINES/ MEMORANDUM

- 1.1.1. a. True ✓
 - b. False, only in Europe ✓✓
 - c. True ✓
 - d. False, Europe ✓✓
- 1.1.2. Export- to sell products/goods to other countries ✓✓ (6)
- 1.1.3. (2)

Ethiopia

**35c – to farm workers and owners ✓
15c – for wages to workers ✓
20c – coffee company expenses and profit ✓**

Europe

30c – for transport and advertising sales of coffee ✓

✓✓ For correct placing of cents. (8)

EXEMPLAR WORKSHEET

TERM 4 GRADE 7 GEOGRAPHY: WORKSHEET

QUESTION 1: NATURAL RESOURCES AND HOW PEOPLE USE THEM

1.1. Name two ways in which water is used for:

- a) Household use (2x1) (2)
- b) Recreational use (2x1) (2)
- c) Industrial use (2x2) (2)

1.2. Study Source 1A and answer the questions that follow.

Source 1A: Ways of misuse of resources



Taken from Via Afrika Grade 7



D



**Ways we abuse natural resources: (a) water pollution,
(b) destruction of the Earth's fertile soil, (c) deforestation
and (d) burning fossil fuels that cause air pollution**

- 1.2.1. Describe the environmental damage shown by pictures A, B, C and D (4x1) (4)
1.2.2. Name **five** reasons why forests are regarded as resources. (5x1)
(5) (15)

TERM 4 GRADE 8 GEOGRAPHY: WORKSHEET

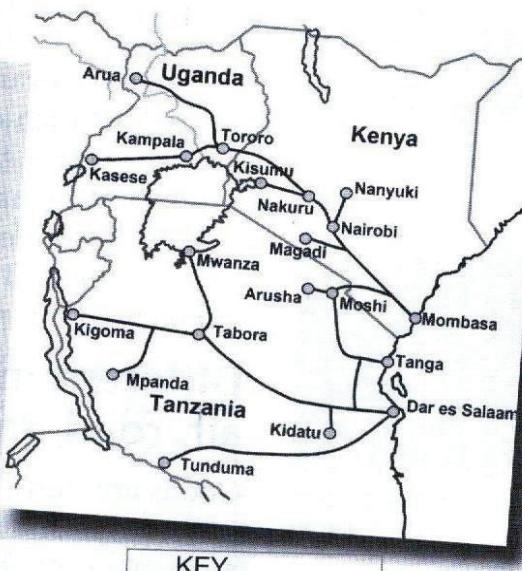
QUESTION 1: TRADE AND TRANSPORT AROUND THE WORLD

1.1. Refer to source 1A (Example 1) and answer the questions that follow.

Source 1A: Trade and Transport routes around the world

Example 1

The railway system in East Africa is an example of how new transport routes will be developed where there is a demand for trade. Kenya, Uganda and Tanzania are all former colonies. Their main crops include coffee, cotton and tea, none of which can be grown in Europe. The railway lines were built to meet the demand for trade in these goods between European powers and their colonies. They were therefore built to link farming areas in each country to ports on the coast, from where goods could be shipped to Europe.



KEY

Railway line

Example 2

This example illustrates how trade can respond to developments in transport.

Argentina and Uruguay are major beef-producing countries. Until the late 19th century, they could only export canned meat to Europe because fresh meat would go off on the long sea journey. Then refrigeration was invented, and ships with refrigerated storage were developed. This meant that meat could now travel far greater distances, and the trade in meat between South America and Europe grew rapidly.



A modern refrigerated ship. There are over a thousand of these ships, called reefers, sailing the world's oceans today.

Successful Oxford, pg. 137

- | | |
|---|-----------|
| 1.1.1. Name three important crops that are produced in East Africa. | (3x1) (3) |
| 1.1.2. Why did European countries need to import them? | (1x2) (2) |
| 1.1.3. What transport was developed to make trade possible? | (1x2) (2) |

- 1.2. Refer to **source 1A** (Example 2) and answer the questions that follow:

- 1.2.1. Which development in transport made it possible for South American fresh beef to be exported to Europe? (1x1) (1)
- 1.2.2. Why had this trade not been possible before? (1x2) (2)
- 1.2.3 How do you think this development affected the trade in canned meat? (5)
- (15)

TERM 4 GRADE 9 GEOGRAPHY: WORKSHEET

**QUESTION 1: USE OF NATURAL RESOURCES –
RENEWABLE AND NON-RENEWABLE RESOURCES**

- | | | |
|------|---|-------------|
| 1.1. | Define the following concepts. | |
| a) | Natural resources | (1x2) (2) |
| b) | Renewable resources | (1x2) (2) |
| c) | Non-renewable resources | (1x2) (2) |
| d) | Recycling | (1x2) (2) |
| e) | Fossil fuels | (1x2) (2) |
| 1.2. | Give two causes of over-fishing. | (2x1) (2) |
| 1.3. | Give three effects of over-grazing | (3x1) (3) |
| | | (15) |

TERM 4 GR 7 GEOGRAPHY WORKSHEET MARKING GUIDELINES/ MEMORANDUM

1.1.

- a) Household for washing, cooking, drinking, gardening, cleaning ✓✓
- b) Recreational use: Swimming, fishing, surfing, etc. ✓✓
- c) Industrial use: For irrigation, cleaning, manufacturing. ✓✓ (3x2=6)

1.2.1

A = Littering ✓

B = Soil erosion ✓

C = Deforestation ✓

D = Pollution ✓ (4x1) (4)

1.2.2

- Firewood ✓
- Construction material ✓
- Furniture ✓
- Prevention of soil erosion ✓
- Hunting ✓
- Shelter for animals ✓
- Oxygen ✓
- Paper manufacturing ✓
- Medicine ✓
- Grazing ✓

(Any 5) (5x1) (5)
(15)

**TERM 4 GR 8 GEOGRAPHY: WORKSHEET MARKING GUIDELINES/
MEMORANDUM**

1.1.1.

- a) Coffee ✓
- b) Cotton ✓
- c) Tea ✓ (3x1)

1.1.2. Because they did not have those products in their countries ✓✓ (1x2)
(2)

1.1.3. Rail and water transport. ✓✓ (1x2)
(2)

1.2.1. Refrigeration ✓ (1x1)
(1)

1.2.2. Refrigeration technology was not available. Meat will rot before it reaches destination. ✓✓ (1x2)

(2)

1.3. Less demand of canned meat ✓

Reduced canning factories ✓

Closure of some of the factories ✓

Loss of jobs ✓

Loss of family income ✓ (5x1) (5)

(12)

TERM 4 GR 9 GEOGRAPHY: WORKSHEET 1 MARKING GUIDELINES/ MEMORANDUM

1.1. Definitions

- a) Natural resources- Resources which come from nature and are not man-made. ✓✓
- b) Renewable resources- any resources that will not run out if people use them wisely. ✓✓
- c) Non-renewable resources- Any resources that can only be used once and cannot be replaced ✓✓
- d) Recycling- The processing of waste materials so that it can be used again.

form of ancient remains of decayed plants and animals ✓✓

- e) Fossil fuels- Fuels that contain carbon, deposited in Earth in the form of ancient remains of decayed plants or animals ✓✓ (5x2) (10)

1.2. -The use of modern method of fishing

-The population of the world has doubled in the last 50 years. ✓

- Lack of international Laws to control fishing. ✓ (Any 2) (2x1) (2)

1.3. - Soil erosion ✓

- Reduced animal production ✓

-Desertification of the area ✓

(3x1) (3)

(15)

GRADE 7 TERM 1: PROJECT ON SKETCH MAP OF A LOCAL AREA

QUESTION: DRAW A SKETCH MAP OF YOUR ROUTE FROM HOME TO SCHOOL.

- **Resources for the project:**
- A4 size paper
 - Pencil, ruler, rubber and coloured pencils/kokis
 - Compass for direction (provided by your teacher)

INSTRUCTIONS TO LEARNERS: HAND IN YOUR WORK TO YOUR EDUCATOR TO CHECK IN EVERY STEP THAT YOU COMPLETE FOR GUIDANCE

STEP 1:

- a) Draw outline borders of your map on an A4 size paper and give your map a title.
- b) With an aid of a compass, identify the True north of your map and then place all the directions on the map.
- c) Think of where your school and your home on the map will be located (do not indicate them yet)
- d) Think of all features/landmarks between your school and your home.
- e) WRITE down all those features on the southern part of the map in a tabular form (Indicate the symbol and its name).

STEP 2:

- f) As you travel to between your home and school, get the rough estimates of how far are those features from each other (get the distances in metres) and note them.
- g) Decide on the scale to be used before drawing in features into your map. (YOUR TEACHER WILL HELP YOU ON HOW TO CONSTRUCT THE SCALE OF YOUR MAP)

- h) Locate your school and home on the map (TAKING DISTANCE INTO ACCOUNT).

STEP 3:

- i) Locate all features in their relevant places on the map throughout the map (USE ESTIMATED DISTANCES).
- j) As you locate these features, use the estimated distances between features.

N.B.: when doing estimates of distances, use the traditional method of one metre per step. Marks will also be allocated for visual appeal of your task. Show creativity as much as possible in your project

THE FOLLOWING RUBRIC WILL BE USED FOR ASSESSING YOUR PROJECT

CRITERIA	0-2 MARKS	3-4 MARKS	5-6 MARKS	7-8 MARKS	9-10 MARKS
CONTENT (10 Marks)	No features included, only the school and home included	Several features are included between the school and home, surrounding features excluded	Most features are included between the school and home, some of the surrounding features included	All features are included and those in the surrounding area, most of the surrounding features included	All features are included and all other features as according to the mapped area
KEY (10 Marks)	Key not drawn on the map, no proper representation of features	There is some confusion about the key symbols and what they represent	Key indicates reasonably what the map symbols represent and located in the proper place	Key indicates clearly what the symbols represent and correctly placed as according to instruction	Key indicates clearly what the symbols represent and correctly placed and show insight and creativity
COMPASS (10 marks)	No directions indicated on the map and features not located in their proper points	Not all directions indicated and most features not placed accurately	Compass points indicated but some of the features are placed accurately	Compass points are indicated and most features are placed accurately according these points	Compass points are clearly indicated and features are accurately placed according to these points
SCALE (10 Marks)	The map has no scale	The map has a scale but does not accurately represent real life and all features not in correct relation to each other	The map has a scale but does not accurately represent real life, most of the features in correct relation to each other	The map has a scale that accurately represent real life and most of the features are in correct relation to each other	The map has a scale that is accurately represent real life and features are placed in correlation to each other
VISUAL APPEAL (10 Marks)	Map is not neat and different colours have not been used	Map is not neat and colours have not been used	Map is neat but colours have not been used appropriately	Map is neat and colours used appropriately and most	Map is exceptionally neat and colours are

		appropriately	and some labels difficult to read	features are clear and easy to read	used appropriately with features being clear and easy to read
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GRADE 8 GEOGRAPHY

MID-YEAR FORMAL ASSESSMENT

Section a: map skills (latitudes and longitudes, hemispheres, time zones, scales satellites)

QUESTION 1:

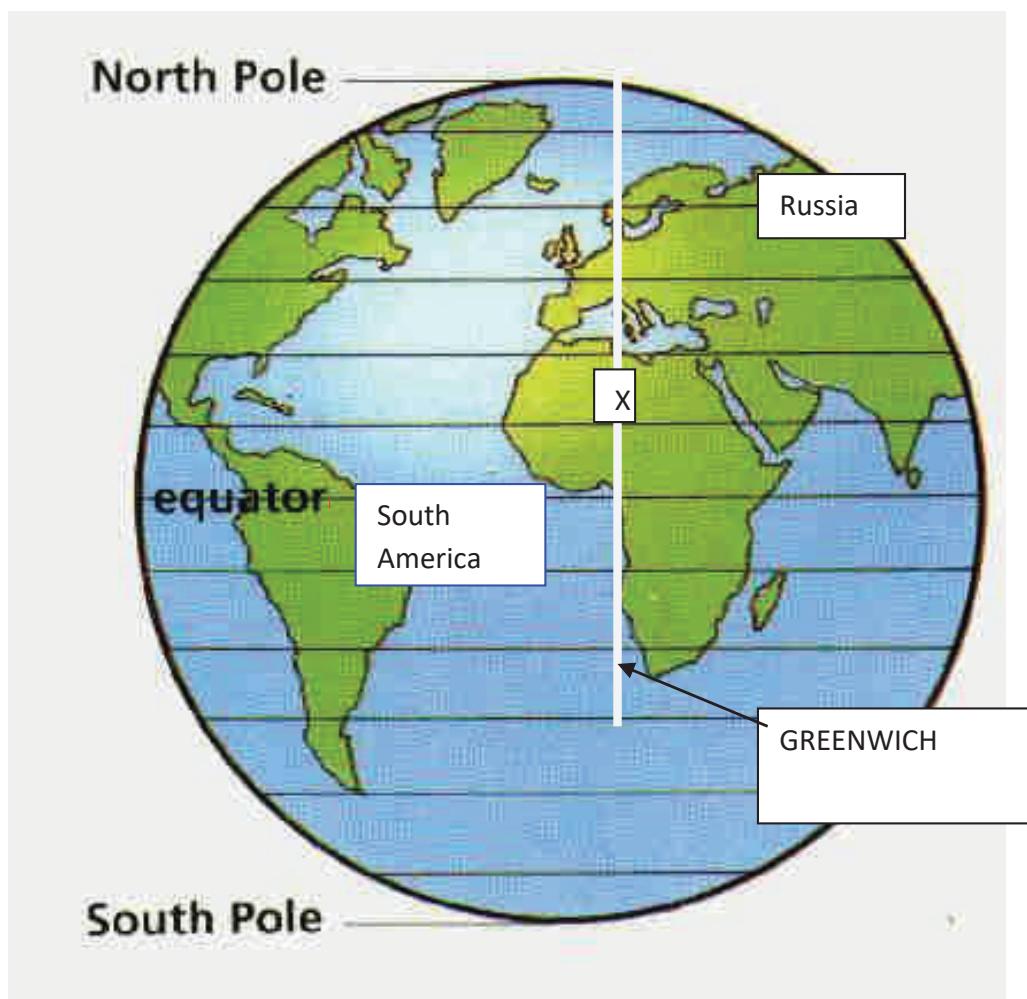
Match the concept in **COLUMN A** with the statements in **COLUMN B**. Write only the letter of the correct answer.

COLUMN A	COLUMN B
1. Degree of latitude	A. The time when there is equal length of day and night
2. Meridians	B. Distance is expressed graphically (i.e. as a line)
3. Line scale	C. Intersection of latitudes and longitudes
4. Coordinates	D. Distance expressed as a ration
5. Equinox	E. Lines on the globe dividing the earth into the western and eastern hemisphere
	F. An angular distance measured in degrees taken from the centre of the earth

5x1 = (5)

QUESTION 2

2.1. Study the diagram below and answer the questions that follow



2.2.1. In which hemisphere is South America, Russia, and Madagascar?
(3)

2.2.2. Determine the coordinates (grid reference) of X (2)

2.2.3. The line diametrical the Greenwich meridian is called _____ (1)

QUESTION: 3

Use the provided atlas index to answer the questions below

PLACE	LATITUDE	LONGITUDE	PAGE
Polokwane	23050'S	29025'E	28
Port Elizabeth	33055'S	25035'E	35
Port St Jones	31040'S	28035'E	35
Anchorage	61010'N	149050W	7

3.1. What are the coordinates for Polokwane?

(2)

3.2. On which page of the atlas is Port St Jones found?

(1)

3.3. One of the above cities given above is located at coordinates 61010'N, 28035'E

3.4. What is the use of an atlas index?

(1)

QUESTION: 4

4.1. Contrast the concepts (terms) rotation and revolution. (4)

4.2. Some of the following statements are incorrect. Rewrite the statement correctly:

4.2.1. South African Standard time is based on 30° line of latitude (1)

4.2.2. The earth's axis tilts at 23½ degrees away from the perpendicular (1)

4.2.3. Solstices occur when the sun is directly above the Equator on 21 March

and 23 September. (2)

4.2.4. During the summer solstice in the southern hemisphere the sun is directly

above the Tropic of Cancer (1)

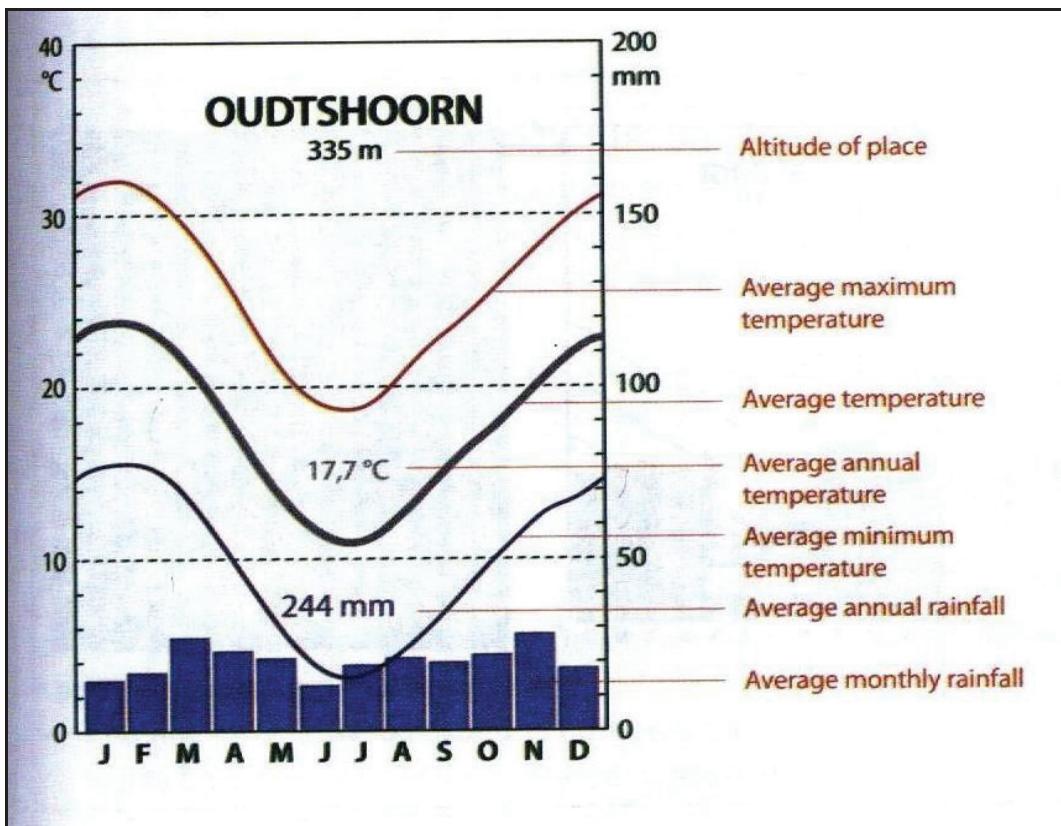
4.2.5. Satellites are photographs taken by cameras mounted on airplanes. (1)
(10)

(50)

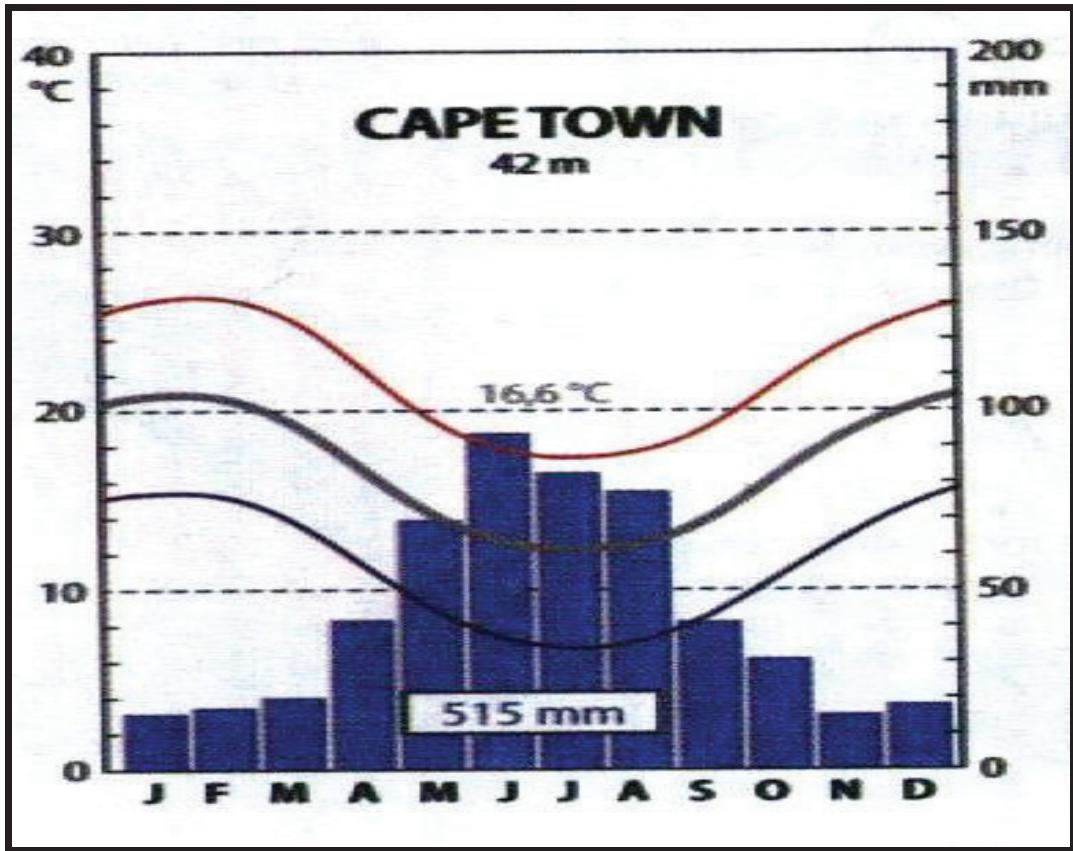
SECTION B: FACTORS INFLUENCING TEMPERATURE AND RAINFALL

5.1 Refer to Sources 1A-C to answer the questions that follow:-

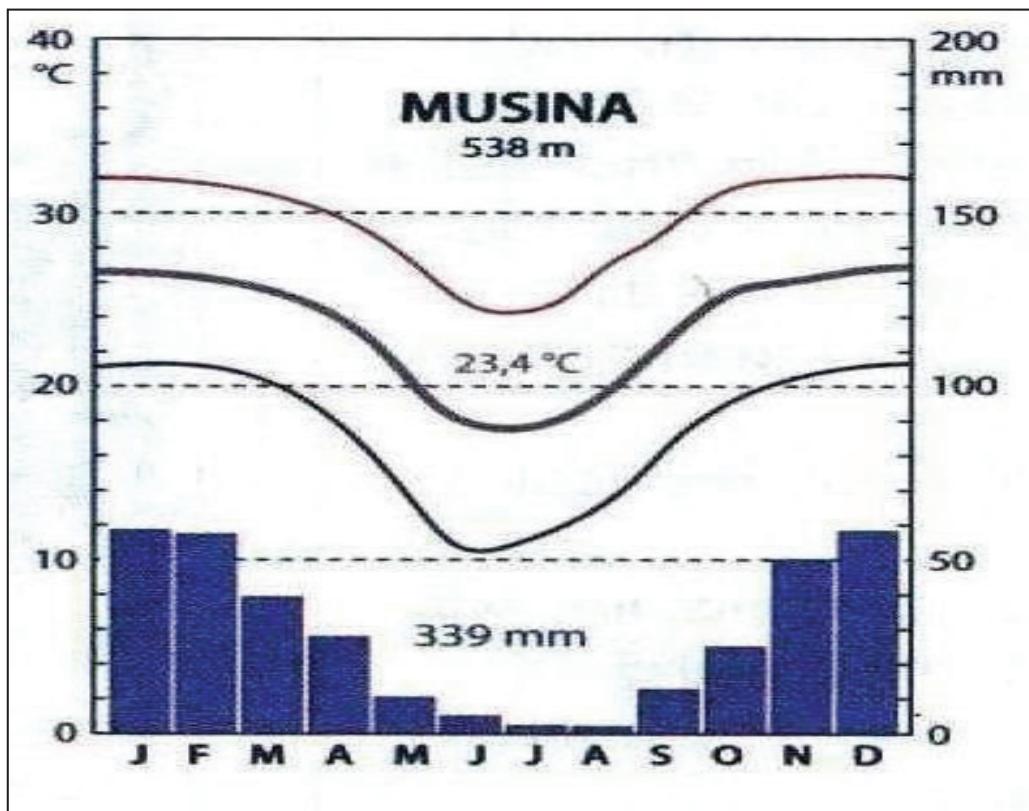
Sources 1A: A source indicating a climate graph, p39



Source 1B: Climate graph of Cape Town, adapted from Social Sciences Today, p 40



Source 1C: Climate graph of Musina, taken from Social Sciences Today



- 5.1.1. In which seasons do these towns have good rainfall?
 a. Musina
 b. Cape Town (2x1)
 (2)
- 5.1.2. What are the average annual temperatures of Cape Town and Musina? (2x1)
 (2)
- 5.1.3. What are the average minimum temperatures in Cape Town and Musina (2x1)
 (2)
- 5.1.4. Which months does Musina receive the least rainfall? (1)
- 5.1.5. Explain why distance from the sea influence the summer and winter
 temperatures of Musina and Cape Town. (2x2) (4)
- 5.1.6. How does distance from the sea affect rainfall of Musina and Cape Town (2x2)
 (4)
 (15)

QUESTION: 6

Answer by writing **TRUE** or **FALSE**.

- 6.1. Climate is the average daily weather condition of a place. (1)
 - 6.2. Tropical climates have low temperatures and high rainfall. Give a reason for your answer. (2)
 - 6.3. As one moves from the Equator to the poles temperature decreases due to latitudinal influence. (1)
 - 6.4. Agulhas ocean current is warmer than the Benguela current. (1)
 - 6.5. Areas sheltered by mountains have high rainfall, and are called rain shadows. Give a reason to your answer. (2)
 - 6.6. Generally, desert climates occur along the western cost of continents. (1)
(8)
- (50)**

GRADE 8 MID-YEAR ASSESSMENT TASK

MEMORANDUM/MARKING GUIDELINE

QUESTION 1:

- 1.1. 1. F (An angular distance measured in degrees taken from centre of the earth) ✓
2. E (Lines on the globe dividing the earth into western and eastern hemispheres) ✓
3. B (Distance is expressed graphically) ✓
4. C (Intersection of latitudes and longitudes) ✓
5. A (The time when there is equal length of day and night) ✓ (5)

1.1.1. South America = Southern and western hemispheres.✓

Russia = Northern and eastern hemispheres✓

Madagascar= South and eastern hemispheres✓

2.2.2 0000✓

2.2.3. International date line✓✓

(5)

Question: 3

3.1. 23050'S✓, 29025'E✓

3.2. 7✓

3.3. Anchorage ✓

3.4. To find places on maps✓, get their coordinates✓ and pages where they are located✓. (**Any 2**)

Question: 4

4.1. Rotation is the movement of the earth on its own axis✓✓, while revolution is the movement of the earth on its orbit around the sun✓✓.

4.2. Some of the following statements are incorrect. Rewrite the statement correctly:

4.2.1. South African Standard time is based on 300 line of **longitude**✓

4.2.2. The earth's axis tilts at 23½ degrees away from the perpendicular✓

4.2.3. Equinoxes occur when the sun is directly above the Equator on 21 March

and 23 September, ✓✓ **Or** Solstices occur when the sun is above the tropic of Cancer or Capricorn in June and December on 21 June and 21 December✓✓

4.2.4. During the summer solstice in the southern hemisphere the sun is directly above the Tropic of **Capricorn**.

4.2.5. Satellites are photographs taken by Sensors mounted on orbiters (satellites)✓. (10)

(50)

SECTION B:

5.1. Reference to Sources 1A-C to answer the questions that follow:-

C. Musina, **summer**✓

c. Cape Town, **winter**✓

5.1.2. Cape is Town 160, 6C✓✓, Musina is 230, 4C✓✓

5.1.3. Cape Town = 150C✓✓, and Musina = 210C✓✓

5.1.4. June and July✓

5.1.5. Musina is nearer Equator and has higher✓✓ temperatures during winter than Cape Town which is at sea level and therefore, has mild temperatures. ✓✓

5.1.6. Musina has less rainfall as the air is more dry✓✓ compared to Cape Town which

has a bit of moisture due to its proximity to the sea. ✓✓

(15)

QUESTION: 6

Answer by writing **TRUE** or **FALSE**.

6.1. False✓

6.2. False✓, Tropical climates have high temperatures and high rainfall✓

6.3. True✓

6.4. True✓

6.5. False✓, have low rainfall✓

6.6. True✓

(8)

TOWARDS STRENGTHENING SCHOOL-BASED ASSESSMENT (SBA)

