

Aligned to DBE
Revised ATPs

Platinum



Social Sciences

Navigation pack



**SENIOR PHASE
GRADE 7**

Platinum

Navigation Pack

Social Sciences Grade 7

Pearson South Africa (Pty) Ltd

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Dear Teacher

The National State of Disaster due to the COVID-19 pandemic has resulted in the disruption of Education in South Africa and the loss of valuable teaching time and disruption of the school calendar.

As a result of this, the DBE has created and released revised Annual Teaching Plans (ATPs) to assist schools and teachers in ensuring the 2021 school year is completed. The 2021 ATPs are based on the revised ATPs that were developed in 2020. It is important to note that fundamental and core topics are retained in the 2021 ATPs. Some of the strategies that have been used in the process of developing the 2021 DBE ATPs are:

- reduction of content covered in certain topics
- merging of topics
- deleting topics
- revising the assessment guidelines
- reduction in teaching time for certain topics
- resequencing of topics/concepts

At Pearson South Africa, we believe that education is the key to every individual's success. To ensure that despite the challenges, teachers and learners can meet all the necessary learning outcomes for the year, we have created the Navigation Guide, a free resource to support teachers and learners during this challenging time.

The Navigation Pack aims to summarise and highlight the changes in the 2021 DBE ATP and provide teachers and learners with worksheets that focus on impacted topics in the curriculum.

Due to resequencing of topics, the order of topics in the textbook that is currently used in the classroom may not be aligned to the new sequence of topics in the ATP. Pearson has included page numbers from one of our tried and tested series, Platinum, to guide the teacher and learners as they navigate through the textbook, with the 2021 ATP. The Navigation Pack has a set of assessments based on the Section 4 changes and the revised assessment guidelines.

COVID-19 safety guidelines for teachers and learners

Gatherings at school

Where schools are open for learning, it is up to management to take decisive action to ensure sites are not simultaneously used for other functions such as shelters or treatment units in order to reduce the risk.

Implement social distancing practices that may include:

- A staggered timetable, where teachers and learners do not arrive/leave at the same time for the beginning and end of the school day.
- Cancelling any community meetings/events such as assemblies, cake sales, market day, tuckshop, after-care classes, matric dance, Eisteddfod and other events.
- Cancelling any extra-mural activities such as ballet classes, swimming lessons, sport games, music class and other events that create a crowd gathering.
- Teaching and modeling creating space and avoiding unnecessary touching.
- Limiting movement and interaction between classes.
- Schools with an established feeding scheme plan are to ensure that hygiene and social distancing is always implemented. Teachers and staff members assisting with food distribution are to wear masks, sanitise prior to issuing food items and learners are to stand 1,5m apart in the queue.

Wear a mask at all times.



1. Restrooms/toilets

Hand washing

Washing hands with soap and water  or using alcohol-based hand sanitisers  is one of the most important ways to help everybody stay healthy at school. Critical to this is preparing and maintaining handwashing stations with soap and water at the toilet and in each classroom.



Teachers and learners should always wash their hands after:

- eating
- entering the classroom
- using the toilet
- blowing your nose or coughing
- touching tears, mucous, saliva, blood or sweat.

2. Premises and classroom setting

When schools open, classroom settings should be altered in order to promote hygiene, safety and social distancing.

Changed classroom settings may include:

- Cleaning and disinfecting school buildings, classrooms and especially sanitation of facilities at least once a day, particularly surfaces that are touched by many people (railings, lunch tables, sports equipment, door and window handles, toys, teaching and learning tools etc.).
- Ensure the proper ventilation and fresh flow of air through classrooms.
- Providing learners with vital information about how to protect themselves by incorporating the importance of hygiene, handwashing and other measures of protecting themselves, into the lessons.
- Promoting best handwashing and hygiene practices and providing hygiene supplies.

- Prepare and maintain handwashing stations with soap and water, and if possible, place alcohol-based hand sanitisers in each classroom, at entrances and exits, and near lunchrooms and toilets.



- Ensure teachers and learners wear a mask at all times.



Social distancing

- Space the learners out in the classroom (or outdoors) – try to keep learners separated by a minimum of 1,5m.



- Create space for learner's desks to be at least 1,5m apart

- Learners are not to exceed 30 per class or 50% of original class size



- Learners should not share cups, eating utensils, or food
- Do not let learners eat items that fall on the floor or chew on pencils or other objects

- Avoid close contact, like shaking hands, hugging or kissing



3. Social behaviour

It is extremely vital during a pandemic that focus is not only directed towards optimal physical health and hygiene but finding ways to facilitate mental health support.

- Treat everybody with respect and empathy – no teasing about COVID-19.
- Encourage kindness towards each other and avoid any stereotyping when talking about the virus.
- Stay home if you have a temperature or are ill.
- Do not touch people who are ill, but be empathetic.

Wear a mask at all times.



How to use this Navigation Pack

Revised DBE Teaching Plan: Comprehensive summary of the CAPS topics according to the revised ATPs.

Navigation Plan: Link to the Platinum series, as well as additional resources in the Navigation Pack.

REVISED DBE ANNUAL TEACHING PLAN				NAVIGATION PLAN	
Themes	Topic	Unit	Time	Links to Platinum series and Pearson Navigation Pack	Page reference
WAVES, SOUND AND LIGHT	Electromagnetic radiation [9 hrs] *10	The nature of electromagnetic radiation	2 hrs	Plat LB Plat TG	Page 84–90 Page 46–48
		The electromagnetic spectrum	3 hrs		
		The electromagnetic radiation as particle – Photon	4 hrs	Navigation Pack: Targeted Worksheet 1	Page 15
	Consolidation and revision [16 hrs]		16 hrs		
HYDROSPHERE *11					
ASSESSMENT		End of year exam		Navigation Pack: Paper 1 Physics	Page 45
		End of year exam		Navigation Pack: Paper 2 Chemistry	Page 56
 TOTAL HOURS = 25					

*10 This topic has been moved from term 1 to term 4. This topic is on pages 84–90 in the Platinum LB, and pages 46–48 in the Platinum teacher's guide book.

*11 The whole topic has been removed.

Assessments for the Term as per the revised ATPs and the Section 4 amendments.

Footnotes provide any additional information.

Link to a targeted worksheet in the Navigation Pack, that focus on impacted or challenging topics in the curriculum.

Link to an exemplar assessment in the Navigation Pack, that was created with Section 4 and curriculum changes in mind.

Navigation Guide

Social Sciences

Geography

TERM	GRADE 7	GRADE 8	GRADE 9
1	Map skills: finding places of interest on a map and using a street map: <i>Merged with other topics</i>	Map skills: <i>No amendments</i>	Topographic and orthophotomaps: <i>No amendments</i>
2	Volcanoes, earthquakes, and floods. Case study on earthquakes and floods - why some communities are at higher risks than others: <i>Merge into other topics</i>	Climate regions: <i>No amendments</i>	Development issues: World map indicating the Human Development Index (HDI) and Differences in development around the world: <i>Omitted</i>
3	Population growth and change: <i>Focus on world population growth</i>	Settlement: <i>No amendments</i>	Surface forces that shape the earth: Sea, moving ice, wind features of erosion and deposition: <i>Omitted</i>
4	Natural resources and conservation in South Africa: Responsible use of water resources and disappearing wetlands: <i>Merge into other topics</i>	Transport and trade: <i>No amendments</i>	Resource use and sustainability: Over-fishing or over-grazing, sustainable fishing or sustainable grazing, role of consumer: <i>Amended</i>

History

TERM	GRADE 7	GRADE 8	GRADE 9
1	The kingdom of Mali and the city of Timbuktu: <i>No amendments</i>	The Industrial Revolution in Britain and southern Africa: <i>No amendments</i>	The causes and outbreak of WW2 (1919-1945): <i>WW2 in Pacific moved to Term 2</i> Weimar Republic, Sophi Scholl, White Rose movement, Dietrich Bonhoeffer, Confessing Church, Japan expansion and atrocities in China: <i>Omitted</i>
2	The trans-Atlantic slave trade: Impact of the slave trade on West Africa, America, Britain: <i>Omitted</i>	The Mineral Revolution in South Africa: Parts of Gold mining on the Witwatersrand: <i>Omitted</i>	The Nuclear Age and The Cold War: Arms races and space race details: <i>Omitted</i> <i>WW2 in Pacific: Included</i>
3	Colonisation of the Cape 17th to 18th centuries: <i>No amendments</i>	The scramble for Africa: Rise of Ashanti Kingdom: <i>Omitted in the 2020 ATP but has been re-introduced in 2021</i>	Turning points in modern South African history since 1948: Human evolution and common ancestry, racial segregation before apartheid, case study Bantustans: <i>Omitted</i> Term 4 Sharpeville Massacre and Formation of PAC 1959: <i>Included</i>
4	Co-operation and conflict on the frontiers of the Cape Colony in the early 19th century: <i>No amendments</i>	WWI (1914-1918): <i>Re-introduced in the 2021 ATP</i>	Turning points in South African History (1960, 1976 and 1990): Sharpeville Massacre and Formation of PAC 1959: <i>Moved to Term 3</i> End of Cold War: <i>Omitted</i> Helen Joseph or Lillian Ngoyi: <i>Choose between these two</i>

TEACHER NAVIGATION GUIDE							
REVISOR	TOPIC	SUB-TOPIC	UNIT/CONTENT SPECIFIC CONCEPTS	TIME	LINKS TO PLATINUM SERIES AND PEARSON NAVIGATION PACK	PAGE REFERENCE	
REVISED DBE ANNUAL TEACHING PLAN	GEOGRAPHY TOPIC 1: MAP SKILLS (FOCUS LOCAL MAPS)	Sub-topic 1: Local maps and street maps	Unit 1: Finding home, school and places of interest on a map of local area	4 hours	Platinum LB Platinum TG Navigation guide	Pages 4-5 Page 24	
			Unit 2: Using an index and grid to locate places in a street guide [Combine Units 1 and 2 and teach as one unit. Teach Unit 3 as part of Sub-topic 2. Remove Unit 3: Explaining a route verbally.]				
		Sub-topic 2: Sketch maps and explaining routes.	Unit 1: Sketching maps to show route from one place to another [Include Sub-topic 1: Unit 3]	4 hours	Platinum LB Platinum TG	Pages 8 Pages 26-27	
			Unit 2: Determining and showing compass directions on a local sketch map				
		Project -50 marks	Sketch map of a local area	1 hour	Platinum LB Platinum TG	Page 9-10 Page 26	
		Sub-topic 3: Distance and scale	Unit 1: Line scales and word scales	4 hours	Platinum LB Platinum TG	Pages 15-16 Page 30	
							Unit 2: Different scales for different maps – small and large scale maps
							Unit 4: Calculating distances on maps (direct and indirect routes)
		Sub-topic 4: Current events	Unit 1: Places in the news on a world map	2 hours	Platinum LB Platinum TG	Page 21 Pages 32-33	
Unit 2: Latitude and longitude of places in the news							
REVISION AND ASSESSMENT				3 hours	Platinum LB Platinum TG	Page 23 Page 34	

Term 1

TEACHER NAVIGATION GUIDE						
REVISD DBE ANNUAL TEACHING PLAN	Topic	Sub-topic	Unit/Content specific concepts	Time	Links to Platinum series and Pearson Navigation Pack	Page reference
HISTORY TOPIC 1: THE KINGDOM OF MALI AND THE CITY OF TIMBUKTU IN THE 14 th CENTURY	Sub-topic 1: Trade across the Sahara Desert		Unit 1: Camel caravans as a means of transport	3 hours	Platinum LB	Page 108
			Unit 2: Goods including salt brought from Europe and North Africa into Mali where they were exchanged for gold, slaves, ivory and ostrich feathers		Platinum TG	Page 85
			Unit 3: Spread of Islam across North Africa and into West Africa via traders: 9 th century		Platinum LB	Page 109
			Unit 4: Sources of information about the past		Platinum TG	Page 86
	Sub-topic 2: The Kingdom of Mali		Unit 1: Mali and the height of its power under Mansa Musa early 14 th century	3 hours	Platinum LB	Page 110
			Unit 2: Mansa Musa's pilgrimage to Mecca		Platinum TG	Pages 86-87
			Unit 3: Construction of the Great Mosque		Platinum LB	Pages 111-112
	Sub-topic 3: The city of Timbuktu		Unit 1: Why the city of Timbuktu flourished	3 hours	Platinum TG	Page 87
			Unit 2: Leo Africanus' eyewitness stories of his travels		Platinum LB	Page 113
			Unit 3: Timbuktu as a trade centre on the trans-Saharan caravan route		Platinum TG	Page 88
			Unit 4: Timbuktu as a centre of learning		Platinum LB	Page 114
	REVISION AND FORMAL ASSESSMENT 50 MARKS				3 hours	Platinum TG
Platinum LB						Page 115
TOTAL HOURS = 30						

TEACHER NAVIGATION GUIDE						
REVISD DBE ANNUAL TEACHING PLAN	Topic	Sub-topic	Unit/Content specific concepts	Time	Links to Platinum series and Pearson Navigation Pack	Page reference
GEOGRAPHY TOPIC 2: VOLCANOES, EARTHQUAKES AND FLOODS	Sub-topic 1: Structure of Earth	Unit 1: Core, mantle and crust	Unit 2: How the crust moves: Introduction to tectonic plates and plate movement	2 hours	Platinum LB Platinum TG	Pages 28-29 Page 38
						Pages 30-31 Page 38
		Sub-topic 2: Volcanoes	Unit 1: Volcanoes – location around the world	2 hours	Platinum LB Platinum TG	Pages 32-33 Page 39
						Pages 34-35 Page 40
						Page 36 Page 41 Page 20
		Sub-topic 3: Earthquakes	Unit 1: Location of earthquakes around the world	4 hours	Platinum LB Platinum TG	Page 36 Page 41 Page 20
	Navigation Pack: Targeted Worksheet 1					
	Page 37 Page 41					
	Unit 2: Causes of earthquakes		Platinum LB Platinum TG	Page 38 Page 42		
				Page 39 Page 43		
				Page 40 Pages 43-44		
	Unit 4: Why some communities are at higher risk than others	Platinum LB Platinum TG	Page 39 Page 43			
			Page 40 Pages 43-44			
			Pages 41-43 Pages 44-45			
	Sub-topic 4: Floods	Unit 5: Reducing the impact – preparing for and responding to earthquakes	4 hours	Platinum LB Platinum TG	Page 44 Pages 45-46 Page 25	
Navigation Pack: Targeted Worksheet 3						
Page 45 Pages 46-47						
Page 46 Page 47						
Page 47 Pages 47-48						
Unit 3: Why some communities are at higher risk than others	Unit 4: Reducing the impact – preparing for and responding to floods	Platinum LB Platinum TG	Platinum LB Platinum TG	Pages 48-49 Pages 48-49		
				Page 46 Page 47		
				Page 47 Pages 47-48		
				Page 46 Page 47		
				Page 47 Pages 47-48		

Term 2

TEACHER NAVIGATION GUIDE						
REVISD DBE ANNUAL TEACHING PLAN	Topic	Sub-topic	Unit/Content specific concepts	Time	Links to Platinum series and Pearson Navigation Pack	Page reference
REVISION AND ASSESSMENT	CONTROLLED TEST		TERM 1: 25 MARKS TERM 2: 25 MARKS	3 hours	Platinum LB Platinum TG	Pages 50-51 Page 50
HISTORY TOPIC 2: THE TRANS-ATLANTIC SLAVE TRADE		Sub-topic 1: West Africa before the European slave trade	Unit 1: Slavery in West Africa	1 hour	Navigation Pack: Mid year exam	Page 35
		Sub-topic 2: The nature of slavery in West Africa before Europeans	Unit 1: What was slavery like in West Africa	2 hours	Platinum LB Platinum TG	Page 130 Page 98
		Sub-topic 3: Slavery in the American South	Unit 1: Plantations: tobacco, rice, sugar cane and cotton	1 hour	Platinum LB Platinum TG	Page 131 Page 98
			Unit 2: Reasons for using slave labour	4 hours	Platinum LB Platinum TG	Pages 132-135 Pages 99-100
		Sub-topic 4 The impact of the Trans-Atlantic slave trade on slaves	Unit 1: What was it like to be a plantation slave in the American South	2 hours	Platinum LB Platinum TG	Page 136-139 Page 100
REVISION AND ASSESSMENT	CONTROLLED TEST	Sub-topic 5: The impact of the Trans-Atlantic slave trade on economies	This topic is removed: see ATP			Pages 140-149 Page 101
REVISION AND ASSESSMENT	CONTROLLED TEST		(Source based questions, paragraph writing)	3 hours	Platinum LB Platinum TG	Pages 152-153 Page 105
REVISION AND ASSESSMENT	CONTROLLED TEST			1 hour	Platinum LB Platinum TG Navigation Pack: Mid year exam	Pages 146-159 Page 106 Page 32
TOTAL HOURS = 30						

TEACHER NAVIGATION GUIDE						
REVISD DBE ANNUAL TEACHING PLAN	Topic	Sub-topic	Unit/Content specific concepts	Time	Links to Platinum series and Pearson Navigation Pack	Page reference
GEOGRAPHY TOPIC 3: POPULATION GROWTH AND CHANGE		Sub-topic 1 Population concepts	Unit 1: Birth rates, death rates and population growth rates	2 hours	Platinum LB	Page 54
			Unit 2: Infant mortality rates		Platinum TG	Pages 53-54
			Unit 3: Life expectancy		Platinum LB Platinum TG	Page 55 Page 54
		Sub-topic 2: Factors affecting birth rates and death rates	Unit 1: Disease	3 hours	Platinum LB	Page 56
			Unit 2: Economic status		Platinum TG	Pages 54-55
			Unit 3: Family needs, attitudes and beliefs		Platinum LB	Pages 57-60
			Unit 4: Conflict and wars		Platinum TG	Pages 55-56
			Unit 5: Government policy		Platinum LB	Pages 61-62
		Sub-topic 3: World population growth	Unit 1: Pattern of world population growth from 1 AD to present day	6 hours	Platinum TG	Pages 56-58
			Unit 2: Developments that have affected population growth		Platinum LB Platinum TG Navigation Pack: Targeted Worksheet 2	Page 63 Page 59 Pages 64-65 Pages 59-60 Pages 66-67 Pages 60-61
TERM 3 CONTENT TASK				1 hour	Platinum LB Platinum TG	Pages 68 Page 61 Page 23
REVISION AND ASSESSMENT				2 hours	Navigation Pack	Pages 69-75 Pages 61-65 Page 39

Term 3

TEACHER NAVIGATION GUIDE						
REVISD DBE ANNUAL TEACHING PLAN	Topic	Sub-topic	Unit/Content specific concepts	Time	Links to Platinum series and Pearson Navigation Pack	Page reference
HISTORY TOPIC 3: COLONISATION OF THE CAPE 17 th - 18 th CENTURIES	Sub-topic 1: Revise from Grade 5	Unit 1: Indigenous inhabitants of the Cape in the 17 th century	2 hours	Platinum LB Platinum TG	Pages 156-157 Page 107	
		Unit 2: Where African farmers settled		Platinum LB Platinum TG	Pages 158-159 Page 107	
	Sub-topic 2: Dutch settlement	Unit 1: Reasons for the VOC (DEIC) permanent settlement of the Cape: 1652	10 hours	Platinum LB Platinum TG	Pages 160-161 Page 108	
		Unit 2: Results of the arrival of the Dutch		Platinum LB Platinum TG	Pages 162-163 Pages 108-109	
	Unit 3: Slaves at the Cape		Platinum LB Platinum TG	Pages 164-170 Pages 109-111		
	Unit 4: Free burghers; Dutch and French Huguenot immigration to the Cape		Platinum LB Platinum TG	Pages 171-173 Page 111		
Unit 5 Expanding European frontiers		Platinum LB Platinum TG	Pages 174-177 Page 112			
TERM 3 CONTENT TASK	Unit 6: Land dispossession and consequences for the indigenous population		Pages 178-180 Page 113	Navigation Pack	Page 41	
	REVISION AND ASSESSMENT		1 hour	Platinum LB Platinum TG	Page 181 Page 114	
TOTAL HOURS 30						

TEACHER NAVIGATION GUIDE						
REVISD DBE ANNUAL TEACHING PLAN	Topic	Sub-topic	Unit/Content specific concepts	Time	Links to Platinum series and Pearson Navigation Pack	Page reference
GEOGRAPHY TOPIC 4: NATURAL RESOURCES AND CONSERVATION IN SOUTH AFRICA	Sub-topic 1: Natural resources		Unit 1: Natural resources on Earth	3 hours	Platinum LB	Pages 80-82
			Unit 2: Use and abuse of selected examples		Platinum TG	Pages 71-72
	Sub-topic 2: Management of resources		Unit 1: Concept of conservation – including reasons for conservation	5 hours	Platinum LB	Pages 82-85
			Unit 2: Conservation areas – including marine reserves		Platinum TG	Pages 72-73
			Unit 3: Community conservation project - examples		Platinum LB	Page 86
			Unit 4: Eco-tourism - examples		Platinum TG	Pages 73-74
	Sub-topic 3: Water in South Africa		Unit 1: Who uses South Africa's water?	4 hours	Platinum LB	Pages 87-90
			Unit 2: Availability of water and requirement in South Africa		Platinum TG	Pages 74-75
			Unit 3: River health and the care of catchment areas		Platinum LB	Pages 91-92
			Unit 4: Disappearing wetlands and why conservation is necessary – case study		Platinum TG	Pages 75-76
Unit 5: Responsible use of water resources – agriculture, industrial and domestic users			Platinum LB		Pages 93-94	
REVISION AND ASSESSMENT					Platinum TG	Pages 76-77
					Platinum LB	Page 95
GEOGRAPHY TERM 4 EXAM Term 3: 25 marks and Term 4: 25 marks					Platinum TG	Pages 77-78
					Platinum LB	Pages 96-97
					Platinum TG	Pages 78-79
					Platinum LB	Pages 98-99
					Platinum TG	Page 79
					Platinum LB	Pages 100-101
					Platinum TG	Pages 79-80
					Platinum LB	Pages 102-103
					Platinum TG	Pages 80-81
					Platinum LB	Pages 104-105
					Platinum TG	Pages 82-83
					Navigation Guide	
					Navigation Pack: Final exam	Page 37

Term 4

TEACHER NAVIGATION GUIDE						
REVISED DBE ANNUAL TEACHING PLAN	Sub-topic	Unit/Content specific concepts	Time	Links to Platinum series and Pearson Navigation Pack	Page reference	
HISTORY TOPIC 4: CO-OPERATION AND CONFLICT ON THE FRONTIERS OF THE CAPE COLONY IN THE EARLY 19 th CENTURY	Sub-topic 1: Arrival of the British and the expanding frontiers of the European settlement	Unit 1 The British at the Cape in 1795	2 hours	Platinum LB Platinum TG	Pages 184-185 Page 116	
	Sub-topic 2: The eastern frontier of European settlement	Unit 1: Frontier wars on the eastern frontier of European settlement Unit 2: Soldiers and officials Unit 3: British immigration Unit 4: Abolition of slavery 1836 Unit 5: Boers migrate and move into the interior: Great Trek	6 hours	Platinum LB Platinum TG Platinum LB Platinum TG Platinum LB Platinum TG Platinum LB Platinum TG Platinum LB Platinum TG	Pages 186-189 Pages 117-11 Pages 190-192 Pages 118-119 Page 193 Pages 119-120 Pages 194-195 Page 120 Pages 196-198 Pages 120-121 Page 199 Pages 121-122 Pages 200-201 Pages 122-123 Page 202 Pages 123-124 Pages 203-205 Page 124 Pages 206-207 Page 125	
	Sub-topic 3: The northern frontier of European settlement	Unit 1: Expanding trade relationships on the northern frontier of European settlement Unit 2: Kora and Griqua: traded manufactured goods, tobacco and pack oxen from the Cape Unit 3: The southern borders of the Tswana world: traded ivory, hides, skins, furs, iron and copper with Kora and Griqua Unit 4: Missionaries and traders	4 hours	Platinum LB Platinum TG Platinum LB Platinum TG Platinum LB Platinum TG	Pages 121-122 Pages 200-201 Pages 122-123 Page 202 Pages 123-124 Pages 203-205 Page 124 Pages 206-207 Page 125	
	REVISION AND ASSESSMENT		2 hours	Platinum LB Platinum TG Platinum LB Platinum TG Navigation Guide	Pages 203-205 Page 124 Pages 206-207 Page 125	
	HISTORY TERM 4 EXAM: 50 marks Term 3: 25 marks Term 4: 25 marks			1 hour	Navigation Pack: Final exam	Page 43

TOTAL HOURS = 30

Targeted Worksheets

Targeted Worksheet 1

Targeted Worksheet	Topic in CAPS
1	Topic 2 Sub-topic 3 Earthquakes
2	Topic 2 Sub-topic 4 Floods
3	Topic 3 Sub-topic 3 World population growth

Topic 2 Sub-topic 3 Earthquakes

Content summary

This topic teaches learners about the structure of the Earth, the causes of earthquakes and their effects. The sub-topic expands logically on the content of Sub-topic 1: The structure of the Earth and Sub-topic 2: Volcanoes. You can refer to Figure 4 on page 34 of the Learner's Book, showing the different tectonic plates. Learners can compare this with Figure 1 on page 32 showing volcanic areas and Figure 1 on page 36 showing earthquake areas. Point out to learners that earthquakes occur with more frequency than volcanic eruptions and use the data on page 36 to emphasise the numbers of earthquakes that occur on average each year. Include the content of Unit 6 here, as an example of an earthquake and its consequences to people living in the area. Use the picture on page 36 to help you and give Activity 1 to learners to complete the unit.

Unit 2 delves into the causes of earthquakes. You may need to revise Sub-topic 1 with learners who need extra help. You can also point out to learners that inhabitants of Cape Town sometimes feel mild tremors from movements of the African Plate against the Antarctic Plate. Use Figure 2 on page 37 to help with your explanation and then give Activity 2 to learners.

In Unit 3, learners will examine the effects of earthquakes on people living in an area. The pictures on page 38 will help learners to understand the damage that can be caused by an earthquake. You can briefly include the content of Unit 6, the case study on Haiti, as it is no longer prescribed, as a separate case study. Ask learners to complete Activity 3 on page 38.

Unit 4 on the reasons why some communities are at a higher risk than others is no longer prescribed as a separate section but should be included in Unit 5 when describing why it is important to prepare for earthquakes in high-risk areas. Disaster management plans and ways of responding after an earthquake are discussed in Unit 5. Use the photographs in Unit 5 to draw attention to the impact of earthquakes. You can also ask learners to think about the impact that an earthquake will have on a city such as San Francisco, should one occur. If time permits, learners can also research the effects of earthquakes for themselves and find out about recent earthquakes such as the one in Nepal in 2015. Learners should complete Activity 5. Activity 6, the case study on Haiti can be used as an extension activity if time permits.

Targeted Worksheet 1

Time: 40 minutes

Topic 2: Sub-topic 3 Earthquakes

Name: _____

Surname: _____

1. Write only TRUE or FALSE for your answer.
 - a. Earthquakes happen along plate boundaries.
 - b. The Earth’s Crust is strongest where tectonic plates meet.
 - c. Earthquakes at sea can cause tsunamis.
 - d. Japan and New Zealand both experience many earthquakes.
 - e. It is pointless having rescue plans for earthquakes as they are unpredictable. (5)
2. Complete the sentences by filling in the blanks.
 - a. A force of energy that shakes the ground is an _____.
 - b. A crack or weak point in the Earth’s crust is known as a _____.
 - c. _____ is a serious disease, which causes diarrhoea and vomiting.
 - d. Earthquakes happen along _____ boundaries.
 - e. Shock waves that happen when tectonic plates collide can cause _____. (5)
3. List THREE factors that will determine the extent to which an earthquake affects people living in the area. (3)
4. Explain TWO ways in which the impact of an earthquake can be reduced. (2)
5. Why is it advisable to move to higher ground when a tsunami occurs? (2)
6. Briefly describe how a tsunami occurs and explain its possible effects. (3)
7. Refer to the map on page 41 of your Learner’s Book.
 - a. Name the tectonic plate on which Haiti is situated. (1)
 - b. Give a reason why you think the earthquake of 2010 occurred. (1)
8. Read the case study on Haiti on pages 41-42 carefully.
 - a. Explain one reason why people living in Port au Prince were so badly affected by the earthquake. (1)
 - b. Describe two ways in which the people of Haiti could reduce the impact of any future earthquakes. (2)
9. How do people in New Zealand prepare for the effects of an earthquake? (1)
10. Read the following passage and answer the questions that follow.

Indian Ocean Tsunami

On the 26 December 2004, one of the largest earthquakes ever recorded occurred off the coast of Indonesia. The earthquake created giant waves that flooded the Indonesian coastline. The waves raced at such high speeds that people did not have time to escape. About 228,000 people were killed. Many of them were holidaymakers from Europe. Buildings were destroyed, trees and vegetation were stripped from hills and boats ended up inland. The cost of the damage was thought to be around US\$10 bn.

- a. Why did the earthquake cause so much damage? (1)
- b. Why did people not manage to escape the tsunami? (1)
- c. How many people died because of the tsunami? (1)
- d. Why did boats end up inland? (1)

Total: [30]

Targeted Worksheet 2

Topic 2 Sub-topic 4: Floods

Content summary

When teaching this sub-topic, Unit 1 on page 44 should be combined with Unit 3 on page 46 and taught at the same time. Unit 3 thus becomes an example of how some communities are more affected by floods than others are. You can use a physical map of South Africa to find settlements next to rivers. Learners can also research other countries and look for communities at risk. Try to find newspaper clippings of recent floods such as those in Australia, to help highlight the effects of flooding. Learners should be able to differentiate between environmental factors and human factors, which help to cause floods. Activity 1 helps learners to identify the causes of floods. Responsible use of water resources from Topic 4: Sub-topic 3: Unit 5 on page 102 has been incorporated into this unit. Learners should become aware of the need to protect our water sources.

Topic 2: Sub-topic 4: Unit 2 on page 45 examines the effects of floods. Learners should appreciate that floods can be costly and cause a lot of damage, both to property and to land. People often drown due to being caught in floods. Use Figures 1 and 2 on page 45 to discuss flooding and complete Activity 2.

Having learned about the effects of flooding in Unit 2, learners are then introduced to the concept of preparing for floods. Some geographical areas are prone to flooding and therefore it is sensible for people in these areas to prepare for flooding and try to minimise damage. Use the pictures and activity on page 47 to describe ways in which communities can try to reduce the impact of floods.

Topic 2: Sub-topic 4: Unit 5 on page 48 is a case study on flooding that occurred in South Africa in 2011. Allow time for learners to share any experiences of their own. If time permits, faster learners can research other flooding incidents in South Africa and report back to the class. This can be an extension activity. Learners can also draw posters to show the dangers of flooding or ways to ensure safety during a flood, for example not trying to cross a flooding river.

Targeted Worksheet 2

Time: 45 minutes

Topic 2 Sub-topic 4: Floods

Name: _____

Surname: _____

1. Write only TRUE or FALSE for your answer
 - a. Heavy rains can cause flooding.
 - b. Filling in wetlands reduces the risk of flooding.
 - c. Burning natural vegetation causes water to flow off bare land quickly.
 - d. The Ganges River often floods.
 - e. Subsistence farming has a negative impact on wetlands. (5)
2. Match the words in Column A with the correct description in Column B. You need only write the correct number and correct description for your answer. (5)

1. Subsistence farmers	A. Use nearly two thirds of the water available in South Africa
2. Barriers along the banks of rivers	B. covers the land with salt water
3. Commercial farmers	C. water their crops by hand
4. People use river water	D. can reduce flooding
5. Coastal flooding	E. for drinking, washing, and cooking

3. List TWO environmental and TWO human causes of floods. (4)
4. Describe any FOUR negative effects of floods on people. (4)
5. Explain why flooding can cause food shortages. (2)
6. Traditionally, people have always settled near rivers. Discuss TWO reasons why they do so. (2)
7. Briefly explain the effect of poisonous chemicals being dumped in rivers, should flooding occur. (2)
8. People can take measures to reduce the impact of floods. Describe FOUR measures that can be taken. (4)
9. Write two to three sentences explaining why wetlands and lakes should not be removed or filled in. (3)
10. Siphon wants to make sure he is using water responsibly at home. Advise him on four ways in which he can help to save water. (4)

Total: [35]

Targeted Worksheet 3

Topic 3 Sub-topic 3: World population growth

Content summary

The new ATP shifts the main focus of Geography Topic 3 to Sub-topic 3; therefore, you should prepare to spend more time on this sub-topic. In Unit 1, learners are introduced to the way in which population growth has occurred over the centuries and its rapid increase during the past 100 years. Make sure that all learners are able to interpret the line graph on page 68. Complete Activity 1. Before moving on to Unit 2, spend some time encouraging learners to think about the problems that will occur with an overcrowded Earth. Ask learners to suggest ways in which overpopulation will affect the environment as well as challenges to humanity. If time permits, learners can also research and find out more about life in very crowded countries. They can compare life in a crowded developed country such as the Netherlands, with life in a developing country such as India. Whilst teaching Unit 1 remind the class of previous work on flooding and explain to them that as populations grow, there is more pressure on people to settle in areas where there is a danger of flooding.

Whilst teaching Sub-topic 3 Unit 2, refer to previous work in Sub-topic 1 on life expectancy and mortality rates. Learners should be able to understand the link between increased life expectancy and population growth. Unit 2 investigates the reasons why the world's population is growing so rapidly. Learners have already been briefly introduced to the concept of commercial farming in Topic 2. Using a political map of the world, and point out countries that undertake mainly commercial farming and those that still rely heavily on subsistence farming. This can then be related to food distribution, food shortages and life expectancies. It is important that learners understand the relationship. The problems of food security and food distribution are important and will become more so in the future. When talking about improved farming technology, remind learners of problems caused by the use of fertilisers and pesticides. Ask learners to complete Activity 2.

Refer to Sub-topic 3, Unit 2 and diseases when talking about scientific developments and improved medical care. If time permits you can also introduce information on the current COVID-19 pandemic and efforts to develop a suitable vaccine. Ask learners to complete Activity 3. When explaining the value of canned and refrigerated foods, make sure learners appreciate the difference between healthy and unhealthy foods. The availability of many unhealthy foods at affordable prices makes it easy to eat badly. Encourage learners to talk about wise food choices. Learners can complete Activity 4 on page 73. Page 74 onwards in the Learner's Book discusses improved healthcare and differentiates between preventative and curative healthcare. The pictures on page 74 will help you explain the difference. Remind learners of the importance of safe sex and using condoms to prevent diseases such as HIV. Activity 5 completes this sub-topic.

Targeted Worksheet 3**Time: 45 minutes**

Topic 3 Sub-topic 3: World population growth

Name:**Surname:**

-
1. Answer only TRUE or FALSE
 - a. The growth in the world's population has slowed down in this century.
 - b. Farming provides more food than hunter-gathering.
 - c. Over 90% of South Africans do not have clean and safe drinking water.
 - d. Breast milk is better for babies than powdered milk.
 - e. Vaccinations help to prevent people from getting certain diseases. (5)
 2. Write out the sentences by filling in the missing word.
 - a. Knowledge that communities have about plants and herbs that heal is called _____ knowledge.
 - b. Chemical _____ make crops grow quicker and produce more food.
 - c. The management of water supplies and sewage is called _____.
 - d. Canning and refrigeration have improved people's _____.
 - e. Hand washing helps to prevent the spread of _____. (5)
 3. Look at the line graph on page 68.
 - a. What do you think may happen to the world's population by 2050? (1)
 - b. Will food security be affected? (1)
 4. Why is it important not to drink dirty water? (1)
 5.
 - a. Explain what is meant by preventative health care, giving an example. (2)
 - b. Explain what is meant by curative health care, giving an example. (2)
 6. Look at the picture at the top of page 71. Explain why vaccinating children has led to population growth. (2)
 7. Describe THREE developments that have improved farming and explain how each improves food production. (6)
 8.
 - a. How have canned foods improved life expectancy? (1)
 - b. Think back to the last time you visited a supermarket and list TWO frozen foods that help improve people's diets. (2)
 9. Write a sentence explaining why using a condom is a preventative health measure. (2)
 10. Draw a picture promoting the importance of preventing water pollution. Give your poster a heading and a sentence explaining why polluted water is dangerous. (5)

Total: [35]

Targeted Worksheet 1 Answers

Topic 2: Sub-topic 3 Earthquakes

1.
 - a. T ✓
 - b. F ✓
 - c. T ✓
 - d. T ✓
 - e. F ✓ (5)
2.
 - a. A force of energy that shakes the ground is an earthquake. ✓
 - b. A crack or weak point in the Earth's crust is known as a fault. ✓
 - c. Cholera is a serious disease that causes diarrhoea and vomiting. ✓
 - d. Earthquakes happen along plate boundaries. ✓
 - e. Shock waves that happen when tectonic plates collide can cause earthquakes. ✓ (5)
3. Any 3: ✓✓✓ (3)
 - number of people living in the area
 - quality of buildings
 - how well the area is prepared for an earthquake
 - availability of people to rescue and help survivors
4. By making strong buildings and having good emergency rescue plans in place. ✓✓ (2)
5. Because tsunamis create huge waves of water and by moving to higher ground people can avoid being swept away. ✓✓ (2)
6. A tsunami occurs when an earthquake happens during to movement in the tectonic plates under the ocean. The shock waves cause huge waves to occur which race across the ocean. The waves can crash on the shore causing flooding, killing people, and destroying farms and buildings. ✓✓✓ (3)
7.
 - a. Caribbean Plate. ✓ (1)
 - b. The Caribbean Plate moved against either the North American Plate, the South American Plate or the Cocos Plate. ✓ (1)
8.
 - a. Because Haiti is a poor country and people lived in poorly-built concrete buildings. ✓ (1)
 - b. They could build stronger buildings and develop a rescue plan. They could also develop a warning system in case an earthquake strikes, or a tsunami is detected. ✓✓ (2)
9. By making strong buildings and having a good emergency system. ✓ (1)
10.
 - a. Because it was so large and giant waves were created or because people did not have time to escape. ✓ (1)
 - b. Because the tsunami waves were travelling at such a high speed. ✓ (1)
 - c. 228,000 ✓ (1)
 - d. The force of the giant waves lifted them there. ✓ (1)

Total: [30]

Targeted Worksheet 2 Answers

Topic 2 Sub-topic 4 Floods

1.
 - a. T ✓
 - b. F ✓
 - c. T ✓
 - d. T ✓
 - e. F ✓ (5)
2.
 - a. C ✓
 - b. D ✓
 - c. A ✓
 - d. E ✓
 - e. B ✓ (5)
3. Environmental (any two) ✓✓✓✓ (4)
 - Long periods of heavy rain
 - Steep slopes causing water to run off land quickly
 - Where fire has destroyed vegetation causing water to run off bare land
 - If animals have eaten all the vegetation
 - Tsunamis and storms.Human (any two): ✓✓
 - Dams which fill up
 - Farmers removing or burning natural vegetation
 - Water flowing very quickly off streets and buildings in cities
 - Removing or filling in wetlands and lakes.
4. Any four ✓✓✓✓ (4)
 - People drown or are injured
 - Food shortages
 - Land becomes infertile and bad for farming
 - Buildings, property, and transport systems are destroyed
 - Diseases can spread
 - Coastal flooding covers the land with salt and makes it infertile
 - People may have nowhere to live and have to move to another area.
5. Because crops may be destroyed, and the land may become unsuitable for farming or feeding animals. ✓✓ (2)
6. Any two reasons ✓✓ (2)
 - Rivers are used for drinking washing and cooking
 - Water is needed to grow crops
 - The land next to rivers is flat and easy to build on
 - There is no suitable land in other areas

- People do not have the money to live in areas where there is no risk of flooding
 - The people who live there have ways of protecting themselves from floods.
7. As a river floods then any poisonous chemicals that have been dumped in it are spread across the land near the river, making it toxic and unsuitable for farming. ✓✓ (2)
8. Any four: ✓✓✓✓ (4)
- Build walls and barriers
 - Build further away from riverbanks
 - Improve drainage so water can flow quickly
 - Make laws preventing people from living in high-risk areas
 - Teach people about the dangers of flooding
 - Use lakes, natural vegetation, and wetlands to prevent water from flowing too quickly into rivers.
9. Wetlands and lakes are natural areas where water flows from surrounding areas and is stored. When these are filled in there is nowhere for flood water to go and flooding can occur. It is important that these areas are left and not filled in for building or farming. ✓✓✓ (3)
10. Any four ✓✓✓✓ (4)
- Fix leaking pipes
 - Mend dripping taps
 - Use buckets to wash cars, yards, and windows
 - Do not leave taps running when you brush your teeth
 - Use tanks to store rainwater
 - Install toilets that use less water to flush.

Total: [35]

Targeted Worksheet 3 Answers

Topic 3 Sub-topic 3: World population growth

1. a. F ✓
 b. T ✓
 c. F ✓
 d. T ✓
 e. T ✓ (5)
2. a. Knowledge that communities have about plants and herbs that heal is called indigenous knowledge. ✓
 b. Chemical fertilisers make crops grow quicker and produce more food. ✓
 c. The management of water supplies and sewage is called sanitation. ✓
 d. Canning and refrigeration have improved people's diets. ✓
 e. Hand washing helps to prevent the spread of diseases. ✓ (5)

3. a. It will have increased even more. ✓ (1)
b. Food security will be a problem because there will be so many more people to feed. ✓ (1)
4. Because dirty water can contain bacteria that cause diseases. ✓ (1)
5. a. Preventative health care aims to prevent disease and illnesses from occurring, for example vaccinating children against measles. ✓✓ (2)
b. Curative healthcare aims to treat or cure illnesses once they have occurred, for example a cast for broken bones or antibiotics for a sore throat. ✓✓ (2)
6. Vaccinating children means that they do not die from illnesses that might have killed them in the past. These children grow up and have children of their own. ✓✓ (2)
7. Any three: ✓✓✓✓✓ (6)
- Scientists have developed ways to change plant seeds, so they produce more food
 - New dams supply farmer with plenty of water to irrigate fields and produce more food
 - Chemical fertilisers make crops grow more quickly and produce more food
 - Pesticides help to control diseases and pests that ate or killed crops
 - Machines save time and help to give greater food production.
8. a. Canned foods help people to have access to a greater variety of nutritional food, be healthier and live longer lives. ✓ (1)
b. Any two examples, such as frozen vegetables, fish, meat. ✓✓ (2)
9. Using a condom helps to prevent the spread of HIV, AIDS, and other sexually transmitted diseases. ✓✓ (2)
10. Pictures will vary. Give one mark for heading, two for correct sentence explaining the poster and two for overall neatness and effort. ✓✓✓✓✓ (5)

Total: [35]

Exemplar Assessments

Exemplar Assessments

Time: 1 hour

History Mid-Year Examination

Name:

Surname:

Answer all questions

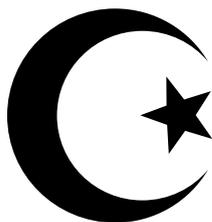
Topic 1

Question 1

1. Each of the following statements about camel caravans as a means of transport is incorrect. Rewrite the sentences correctly.
- 1.1 A camel caravan is a small group of camels used to transport people and goods. (1)
- 1.2 Camels became known as the 'cars of the desert'. (1)
- 1.3 Camels have narrow feet so that they do not sink into the sand. (1)
- [3]**

Question 2

2.



- 2.1 The religion of Islam started in the Middle East. The symbol of Islam is the star and the crescent moon. What does this tell you about the climate and how people moved? (2)
- 2.2 Where was the prophet Muhammad born? (1)
- 2.3 What is the name of the holy book of the Muslims called? (1)
- 2.4 What does the Qur'an encourage followers of Islam to do? (1)
- [5]**

Question 3

3. 'Long, long ago, when Mali was a powerful kingdom, there was a great king named Mansa Musa. He made Timbuktu into the City of Gold. Walk around Timbuktu today, and you can still see the enormous mosque that the king built.' (Adapted from: Marissa Moss. Tales from Timbuktu. *National Geographic Explorer*, March 2009, p. 12)
- 3.1 Read the source above and state what kind of a source it is. (1)
- 3.2 Explain what is meant by a griot? (1)
- 3.3 Name FOUR different sources of information. (4)
- 3.4 Give another name for handwritten books or documents. (1)
- [7]**

Topic 2

Question 4

4. Each of the following statements about the trans-Saharan slave trade is incorrect. Rewrite the sentences correctly.
- 4.1 There has only ever been one type of slavery throughout history. (1)
- 4.2 Slavery did not exist in West Africa before the European trans-Atlantic slave trade began. (1)
- 4.3 During the trans-Saharan slave trade slaves were sometimes exchanged for goats. (1)
- [3]**

Question 5

5. In the southern states colonists established big farms. Slaves were bought so that they could do all the hard work on these farms.
- 5.1 Name TWO materials produced by slaves on these farms. (2)
- 5.2 Explain why the trans-Atlantic Slave Trade was sometimes referred to as the 'Triangular trade'? (3)
- [5]**

Question 6

- 6.
- 6.1 Identify from where in Africa the colonists in America brought slaves to work for them? (1)
- 6.2 The following quote is from the American Declaration of Independence:
... all men are equal ... they are given by their Creator, certain Rights, including Life, Liberty and the Pursuit of Happiness. Discuss why was this misleading? (1)
- 6.3 What was the name given to big farms established in the American South? (1)
- 6.4 Explain why products like sugar cane, rice, tobacco and cotton grown on plantations were referred to as 'cash crops'? (1)
- 6.5 Explain the difference between a 'slave state' and a 'free state' in the United States of America. (2)
- [6]**

Question 7

- 7.
- 7.1 Slave owners wanted to control their slaves. Name the religion many were converted to. (1)
- 7.2 What was the name given to songs created by slaves? (1)
- 7.3 Describe any three ways in which slaves resisted slavery and made it difficult for their owners. (3)

[5]**Question 8**

8.

8.1 Explain why so few slaves revolted against their owners? (3)

8.2 Name two slave rebellions that helped the abolishment movement. (2)

[5]**Question 9**

9.

9.1 Write a few sentences discussing the Underground Railroad. (4)

9.2 How did Harriet Tubman help other slaves to escape? (2)

[6]**Question 10**

10. About twelve million Africans were taken across the Atlantic Ocean as slaves. They were taken away from their homes and families. Write a paragraph describing what life would have been like for a slave in the American South. (5)

[5]**Total: [50]**

Exemplar Assessments

Time: 1 hour

Geography Mid-Year Examination

Name: _____

Surname: _____

Answer all questions

TOPIC 1

Use the map on page 5 the Platinum Learner’s Book for all questions in Topic 1.

Question 1

1. Draw the symbols for the following:
 - 1.1 School (1)
 - 1.2 Place of interest (1)
 - 1.3 Place of worship (1)
 - 1.4 Clinic (1)
 - 1.5 Sports ground (1)
- [5]**

Question 2

2. Locate Keurboom Park on the map in grid square C3. Give compass directions to the following places from Keurboom Park. The grid squares are given to you.
 - 2.1 Rustenburg Girls High School. (A3) (1)
 - 2.2 Sahara Park. (C2) (1)
 - 2.3 The place of worship in St. Michaels Road. (D3) (1)
 - 2.4 Rouwkoop Road. (B2, B3) (1)
 - 2.5 Newlands Road. (D1) (1)
- [5]**

Question 3

3. For the questions below, the grid squares are given to you in brackets.
 - 3.1 Describe the quickest route from Rondebosch Police Station (B2) to Westerford Sports Ground. (C1) (2)
 - 3.2 Describe the quickest route from Bishops High (B3) to San Souci Swimming Pool. (C2) (3)
 - 3.3 State roughly how far the distance is in meters from Rustenburg Girls Primary (B2) to Rondebosch Police Station (B2) (1)
 - 3.4 State in which grid/s are the following:
 - a. Bishops High (1)
 - b. Rhodes Memorial (1)
 - c. Sahara Park (1)

- d. University of Cape Town (1)

[10]

Question 4

- 4.1 Look at the map and write down the names of the suburbs that the following are in:
- Alma Road. (1)
 - The Vineyard Hotel. (1)
 - Villagers Sports ground. (1)
 - The place of worship on Belmont Road. (1)
- 4.2 How many railway stations are shown in the map? (1)

[5]

Total: [25]

TOPIC 2

Question 5

- 5.1 State how many layers the Earth's structure is made up of. (1)
- 5.2 List the THREE names of the layers that make up the Earth's structure. (Gives the answer to the layers stated in 5.1 above.) (3)
- 5.3 Give the correct names for the TWO different types of the Earth's crust. (2)
- 5.4 What do scientists call the large slabs that the Earth's crust is divided into? (1)

[7]

Question 6

Use Figure 5 on page 30 of the Platinum Learner's Book to answer this question.

6. Using the numbers 1 to 4 to help you, briefly describe what causes the tectonic plates to move. (4)

[4]

Question 7

- 7.1 What is the area around the Pacific Plate where many of the world's active volcanoes are situated referred to as? (1)
- 7.2 Explain briefly TWO ways in which volcanoes occur. (2)
- 7.3 Discuss briefly how movements in the Earth's mantle cause earthquakes. (5)
- 7.4 Name any TWO factors that will affect how people living close to plate margins will be affected by an earthquake. (2)
- 7.5 Name TWO things that the environment does that causes floods. (2)
- 7.6 Describe TWO things that people do which can cause floods. (2)

[14]

Total: [50]

Exemplar Assessments

Time: 1 hour

Geography Final Examination

Name: _____

Surname: _____

Answer all questions

TOPIC 3

Question 1

1. Are the following two statements TRUE or FALSE?
 - 1.1 Birth rate is the number of babies born in one year per 1 000 people in a country. (1)
 - 1.2 Death rate is the number of deaths in one year per 2 000 people in a country. (1)
 - 1.3 Explain how you work out the population growth rate. (1)

[3]

Question 2

Country	Infant mortality rate per 1 000
Ghana	50
Mozambique	89
South Africa	55
Brazil	24
France	4
Japan	3

2. Look at the table about infant mortality rate and answer these questions.
 - 2.1 State which country has the highest infant mortality rate. (1)
 - 2.2 State which TWO countries have the lowest infant mortality rates. (2)
 - 2.3 How old must a baby be to be considered an infant? (1)

[4]

Question 3

- 3.1 Explain the difference between a disease epidemic and a disease pandemic. (4)
- 3.2 Name the current global pandemic. (1)
- 3.3 Tuberculosis and Malaria kill many people. Briefly describe each disease, its effects and how is it spread. (6)
- 3.4 Explain how Smallpox arrived in the Cape and what its effects were. (5)

- 3.5 Statistics show that poor people tend to have more children than rich people. Discuss any TWO reasons why this is so. (4)
- 3.6 Give ONE reason why death rates are lower in richer countries. (1)

[18]**[25]**

TOPIC 4

Question 4

- 4.1 Water, air, and forests are examples of natural resources. Give an example of how we use each. (3)
- 4.2 Explain TWO reasons why animals and marine resources are important to us. (2)
- 4.3 Why does having more people in the world mean that we are using up natural resources. (2)
- 4.4 List ONE the reason for conserving natural resources. (2)
- 4.5 What is the name given to the largest conservation areas in South Africa and who manages and maintains them? (2)
- 4.6 Differentiate between the words 'flora' and 'fauna'. (2)

[13]

Question 5

- 5.1 Name four things that threaten our coastal and marine areas. (4)
- 5.2 Briefly explain the two types of community conservation projects. (2)
- 5.3 Give three examples of eco-tourism activities. (3)
- 5.4 Suggest three alternatives to building dams. (3)

[12]**[25]****Total: [50]**

Exemplar Assessments
Time: 1 hour
Total: 50

Geography Term 3 Control Test

Name: _____

Surname: _____

Answer all questions

QUESTION 1

Multiple choice: Write down the letter of the correct answer next to the question number.

- 1.1 A positive population growth rate occurs when:
- A There is a high birth rate and low death rate
 - B There is an even birth and death rate
 - C There is a low birth rate and high death rate
 - D There is a high birth rate and high death rate. (2)
- 1.2 Infants are babies below the age of:
- A Three years of age
 - B Five years of age
 - C Six months
 - D One year of age (2)
- 1.3 Countries in the northern hemisphere tend to have a:
- A Lower life expectancy
 - B Higher life expectancy
 - C Declining life expectancy
 - D High infant mortality rate (2)
- 1.4 COVID-19 is an example of:
- A A modern pandemic
 - B A modern epidemic
 - C An eradicated disease
 - D A non-infectious disease. (2)
- 1.5 Malaria is caused by:
- A Sexual transmission
 - B A parasite
 - C Eating certain foods
 - D Contact with dirty water. (2)

[10]

QUESTION 2

Use the diagram on page 62 of the Platinum Learner's Book and answer the questions that follow:

- 2.1 Name the stage in which both the birth and death rate are high (2)
- 2.2 In which stage does the birth rate begin to decline? (2)
- 2.3 In which stage is the birth rate lower than the death rate? (2)
- 2.4 Name the two stages in which the death rates decreases faster than the birth rate. (2)
- 2.5 Name the stage in which you think South Africa currently fits. (2)

[10]

QUESTION 3

Discuss how the following scientific developments have affected global population growth rates:

- 3.1 Disease control (2)
- 3.2 Improved sanitation (2)
- 3.3 Access to clean water (2)
- 3.4 Canned food (2)
- 3.5 Refrigeration. (2)

[10]

QUESTION 4

Explain the meaning of preventative health care and give four examples of how it can improve health.

[10]

QUESTION 5

- 5.1 Explain what is meant by infant mortality rates. (2)
- 5.2 Name a factor that influences infant mortality rates. (2)
- 5.3 Analyse why economic status and family needs might encourage a high birth rate. (4)
- 5.4 Suggest two ways in which mothers can help to lower infant mortality rates. (2)

[10]

Total: 50

Exemplar Assessments

Time: 1 hour

Total: 50

History Term 3 Control Test

Answer all questions

QUESTION 1

- 1.1 Why did some of the Boers become known as trekboers? (2)
- 1.2 How did trekboer movement affect the Khoikhoi? (2)
- 1.3 Where was the first mission station established in South Africa and by whom? (2)
- 1.4 Why do you think the VOC forced the German missionary to leave the mission station? (2)
- 1.5 Who was Magdalena and what did she do? (2)

[10]

QUESTION 2

Read the extract and answer the questions that follow:

2 April 1654: It would be very much cheaper to have the agricultural work, seal-catching and all the other necessary work done by slaves in return for plain food of rice and fish or seal and penguin meat alone and without pay. The slaves could be obtained very cheaply from Madagascar, together with rice in one voyage.

(Adapted from: *Journal of Jan van Riebeeck (Volume I) introductions and footnotes by HB Thom, Van Riebeeck Society*)

- 2.1 Why did the Dutch start to use slaves at the Cape? (2)
- 2.2 Name one geographical area the first slaves came from (2)
- 2.3 How were they transported to the Cape? (2)
- 2.4 Describe ways in which slaves might show resistance to their situation. (4)

[10]

QUESTION 3

Describe the following groups of people:

- 3.1 Free burghers (2)
- 3.2 Huguenots (2)
- 3.3 San (2)
- 3.4 Missionaries (2)
- 3.5 Khoikhoi (2)

[10]

QUESTION 4

Using complete sentences, write a paragraph or two paragraphs explaining the following:

- 4.1 How land dispossession occurred in the Cape. (5)

4.2 Its effects on the indigenous populations. (5)

[10]

QUESTION 5

Using the map to help you, answer the following questions.

5.1 Using the map explain the route taken by the VOC ships to the East Indies. (2)

5.2 Analyse the reasons why the VOC started a refreshment station at the Cape. (4)

5.3 Write a paragraph explaining why a settlement developed at the Cape. (4)

[10]

Total: [50]

Exemplar Assessments

Time: 1 hours

Total: 50

History Final-Year Examination

Answer all questions

TOPIC 3

QUESTION 1

Fill in the missing words.

- 1.1 The ____ settlement at the Cape began in 1652. (1)
- 1.2 Trade ships travelling to the East stopped at the Cape to get fresh ____ and ____ for the rest of (1)
- 1.3 their journey. (2)
- 1.4 ____ were brought to the Cape settlement to do the hard work. (1)

[4]

QUESTION 2

Are the following statements TRUE or FALSE?

- 2.1 Hunter gatherers were the first people to live at the Cape. (1)
- 2.2 Pastoralists do not keep animals. (1)
- 2.3 Khoikhoi herders kept herds of hairy, fat-tailed sheep. (1)
- 2.4 The Khoikhoi groups were smaller than the San groups. (1)

[4]

QUESTION 3

The early African farmers did not grow maize. Maize was first introduced to African farmers by Portuguese traders during the 1600s and became a popular crop.

- 3.1 Name two crops that the first African farmers who settled in the eastern parts of southern Africa grew. (2)
- 3.2 Why did farmers originally not settle on the Highveld or west of the Kalahari? (2)

[4]

QUESTION 4

Use Source J on page 167 of the Learner's' Book as a reference. It shows slaves and slave owners in the Cape. Based on what you learned in Term 3, answer the questions that follow.

- 4.1 Give two reasons why in 1652 the VOC started a refreshment station at the Cape. (2)
- 4.2 Name four places that slaves were brought to the Cape from in the 17th and 18th centuries. (4)

- 4.3 Write a paragraph describing the kind of work the first slaves at the Cape did and their living and working conditions. (7)

[17]

TOPIC 4

QUESTION 5

Conflicts over land occurred between the Dutch, the British and the indigenous population:

'In one famous encounter between Ndlambe and Colonel John Graham, the commander of the British forces, Ndlambe shouted at him, shook his spear and shield, stamped his foot on the ground and said, "This land is mine!"

The British tried to clear the Zuurveld area of any remaining African inhabitants. They scoured the dense bush along all the riverbeds, under instructions to shoot anything that moved. To prevent people from returning to their homes, all villages were burnt and grain stores destroyed.' www.ndlambe.gov.za

- 5.1 Who took over the Cape from the Dutch in 1795? (1)
- 5.2 What was the name given to the thousands of Dutch people who left the Cape after slavery was abolished and the Khoisan were granted right (1)
- 5.3 What was the name of the frontier that the Dutch proclaimed to be the frontier between the Cape Colony and the Xhosa. (1)
- 5.4 Where is the area called the Zuurveld located? (2)

[5]

QUESTION 6

- 6.1 Why did some of the trekboers refer to the Circuit Court as the "Black Circuit"? (1)
- 6.2 Name two things that the British did to try and control the Khoikhoi people. (2)
- 6.3 Briefly discuss three reasons why the British abolished slavery and explain each one. (6)
- 6.4 Write a paragraph explaining why the Boers left the Cape Colony. (6)
- 6.5 Explain how the missionaries influenced the Khoisan and ex-slaves. (5)

[20]

Total: [50]

Exemplar Assessments

History Mid-year Examination

MEMORANDUM

Topic 1

Question 1

- 1.1 A camel caravan is a large group of camels used to transport people and goods. ✓ (1)
 - 1.2 Camels became known as the 'ships of the desert'. ✓ (1)
 - 1.3 Camels have wide feet so that they do not sink into the sand. ✓ (1)
- [3]**

Question 2

- 2.1 It was hot and people moved at night. ✓ The stars guided their way. ✓ (2)
 - 2.2 Mecca. ✓ (1)
 - 2.3 The Qur'an. ✓ (1)
 - 2.4 To spread their religion. ✓ (1)
- [5]**

Question 3

- 3.1 Oral source ✓ (1)
 - 3.2 A storyteller from West Africa ✓ (1)
 - 3.3 Material, ✓ written, ✓ visual ✓ and oral ✓ (4)
 - 3.4 Manuscripts ✓ (1)
- [7]**

Topic 2

Question 4

- 4.1 There have been many different types of slavery throughout history. ✓ (1)
 - 4.2 Slavery did exist in West Africa before the trans-Atlantic slave trade began. ✓ (1)
 - 4.3 During the trans-Sahara slave trade slaves were sometimes exchanged for horses. ✓ (1)
- [3]**

Question 5

- 5.1 Cotton, ✓ sugar, ✓ rice ✓ and tobacco. ✓ (Any two) (2)
 - 5.2 Because trade was established between three destinations: West Africa, America and Europe. ✓ People were captured in West Africa and were transported as slaves across the Atlantic Ocean. ✓ They were sold at auctions and were made to work on plantations in America and produce materials. ✓ The raw materials were shipped to factories in Europe. ✓ Manufactured goods were then sold in Europe and in West Africa. ✓ (Any three facts for a suitable explanation.) (3)
- [5]**

Question 6

- 6.1 West Africa ✓ (1)
- 6.2 Not all people had the same rights. ✓ (1)
- 6.3 Plantations ✓ (1)
- 6.4 They were grown for profit and not to be used or eaten immediately. ✓ (1)
- 6.5 In the United States of America a 'slave state' was an American state in which slavery was legal.
✓ A 'free state' was one in which slavery was either prohibited or abolished over time. ✓ (2)

[6]

Question 7

- 7.1 Christianity ✓ (1)
- 7.2 Spirituals ✓ (1)
- 7.3 Any three of the following:
- They worked slowly. ✓
 - They were passive and did not show initiative. ✓
 - They were indifferent and did not show emotion in front of their owners. ✓
 - They deliberately did not do what they were told to do and this frustrated their owners. ✓
 - They got drunk often. ✓
 - They committed suicide. ✓
 - They murdered their owners. ✓
 - They deliberately broke tools. ✓
 - They set fire to crops and houses. ✓
 - They pretended to be sick. ✓
 - They stole food from the master's kitchen. ✓
 - They were cheeky and answered back. ✓
 - They hurt themselves on purpose. ✓
 - They ran away. ✓

(3)

[5]

Question 8

- 8.1 Slave owners and their families and white communities outnumbered slaves in most places. ✓ Slave owners had guns. ✓ Slave owners could ask the government to use its power to stop rebellions. ✓ (3)
- 8.2 Nat Turner's Revolt, ✓ Joseph Cinqué ✓ and the Amistad Mutiny. ✓ (Any two) (2)

[5]

Question 9

- 9.1 It was an informal network of secret routes and safe houses used by escaping slaves. ✓ People involved in the Underground Railroad used railroading terms so that they would not be found out. ✓ The homes and businesses where fugitives would rest and eat were called 'stations' and were run by 'station masters'. ✓ The 'conductor' was responsible for

moving fugitives from one station to the next. ✓ The Underground Railroad consisted of meeting points, secret routes, transport, and safe houses. ✓ (4)

9.2 She found housework and saved money to pay for rescue trips. ✓ She became involved with the abolitionist movement. ✓ She also became an organiser of the Underground Railroad. ✓ (Any two) (2)

[6]

Question 10

(Answers will vary. Look for any five valid facts, such as those below and mark for complete sentences and correct spelling.)

10. Slavery and the slave trade caused great human suffering. ✓ Most slaves were taken from families that they never saw again. ✓ They worked long hours in very bad conditions, often with little food and poor shelter. ✓ Slaves had no rights and could be beaten or treated badly. ✓ They were often rented out to other farmers and were also sold or used as prizes in card games and horse races. ✓ Slave owners changed the names of their slaves, taking away their African identity. ✓ (5)

[5]

Total: [50]

Exemplar Assessments

Time: 1 hour

Geography Mid-year Examination

MEMORANDUM

Topic 1

Question 1

1.1 **S** ✓ (1)

1.2 **▲** ✓ (1)

1.3 **+** ✓ (1)

1.4 **⊕** ✓ (1)

1.5 **●** ✓ (1)

[5]

Question 2

2.1 North ✓ (1)

2.2 West ✓ (1)

2.3 South ✓ (1)

2.4 Northwest ✓ (1)

2.5 Southwest ✓ (1)

[5]

Question 3

- 3.1 Turn right into Main Road. Turn right into Klipper Road. Follow road left into Newlands Avenue. ✓✓ (2)
- 3.2 Turn left into Palmyra Road. Turn right into Campground Road. Turn right into Main Road. Turn left into San Souci Road. ✓✓✓ (3)
- 3.3 500 meters ✓ (1)
- 3.4 a. B3 ✓ (1)
 b. A1 ✓ (1)
 c. C2 ✓ (1)
 d. A1 and B1 ✓ (1)

[10]

Question 4

- 4.1 Rosebank ✓ (1)
- 4.2 Newlands ✓ (1)
- 4.3 Claremont ✓ (1)
- 4.4 Rondebosch ✓ (1)
- 4.5 4 ✓ (1)

[5]

TOPIC 2

Question 5

- 5.1 Three ✓ (1)
- 5.2 The crust, the mantle and the core ✓✓✓ (3)
- 5.3 Oceanic crust and continental crust ✓✓ (2)
- 5.4 Tectonic plates ✓ (1)

[7]

Question 6

- 6.1 Heat from Earth's core creates convection currents in the mantle. ✓ (1)
- 6.2 Close to Earth's surface, the liquid mantle cools down. ✓ (1)
- 6.3 The cooler material begins to sink back into the lower parts of the mantle. ✓ (1)
- 6.4 The circular movement in the mantle is a kind of current that moves the plates that 'float' on top of the mantle. ✓ (1)

[4]

Question 7

- 7.1 The Ring of Fire. ✓ (1)
- 7.2 Some volcanoes occur when tectonic plates move apart. ✓ Some volcanoes occur when a tectonic plate slides under another tectonic plate (plates collide). ✓ (2)
- 7.3 Earth's crust is weakest at the places where the tectonic plates meet. ✓ Convection

currents in the magma cause pressure to build up at the plate margins. ✓ Here, the rocks in the crust are either pulled apart or pushed together. ✓ Pressure and tension cause the rocks close to plate margins to shudder and then to slip in a sudden movement. ✓ These sudden movements cause movements along lines of weakness in Earth’s crust called faults. ✓ Earthquakes happen along faults. ✓ (Any five facts.) (5)

- 7.4 Any two of the following:
- how many people live in the area ✓
 - the quality of the buildings they live in ✓
 - how well the area is prepared for an earthquake ✓
 - the availability of people who can rescue and treat earthquake survivors. ✓ (2)

- 7.5 Any two of the following:
- Long periods of very heavy rain fill up rivers and dams. ✓
 - Steep slopes cause rainwater to flow off the land quickly. ✓
 - If fires have destroyed the vegetation, water flows quickly into rivers off the bare ground. ✓
 - If animals have eaten all the grass, water flows quickly into rivers off the bare land. ✓
 - Tsunamis and storms can flood coasts. ✓ (2)

- 7.6 Any two of the following:
- People build dams that can fill up and flood the land. ✓
 - Farmers remove or burn natural vegetation to make fields, causing water to flow quickly off the bare ground. ✓
 - In cities, water flows very quickly off streets and buildings. ✓
 - People remove or fill in wetlands and lakes. These areas act like natural water stores. When they are destroyed, there is more water in the rivers because it is not being stored in the lakes or wetlands. ✓ (2)

[14]

Total: [50]

Exemplar Assessments

Geography Final Examination

MEMORANDUM

TOPIC 3

Question 1

- 1.1 True ✓ (1)
- 1.2 False ✓ (1)
- 1.3 The difference between the birth rate and the death rate. ✓ (1)

[3]

Question 2

- 2.1 Mozambique ✓ (1)
- 2.2 France and Japan ✓✓ (2)
- 2.3 One year ✓ (1)
- [4]**

Question 3

- 3.1 Disease epidemics happen on a local scale ✓ such as in a region or country. ✓ If the same disease spreads to other countries or globally, ✓ we say there is a disease pandemic. ✓ (4)
- 3.2 COVID-19 ✓ (1)
- 3.3 TB is a disease that affects a person's lungs. ✓ When someone with TB coughs or sneezes, the air is filled with tiny droplets that contain the TB bacteria. ✓ If another person breathes in those droplets, he or she will become infected with TB. ✓ Malaria is caused by a type of parasite that is spread by certain kinds of mosquitoes. ✓ When an infected mosquito bites a person, it puts the malaria parasite into that person's blood. ✓ The parasite first enters and multiplies inside the liver, before entering the blood system where it multiplies further. ✓ (Any three) (6)
- 3.4 In 1713, a ship arrived in Cape Town containing sheets infected with the disease, smallpox. ✓ Nobody knew the sheets contained smallpox. Local workers took the sheets to their village to wash them. ✓ About twelve days later, the workers and their families began to fall ill. ✓ The infected people got blisters all over their bodies. ✓ They developed fevers and became weak. ✓ The disease spread rapidly across the Cape. ✓ Large numbers of the sick people died. ✓ This was the first smallpox epidemic in southern Africa. ✓ (any five relevant facts) (5)
- 3.5 Therefore, their children can work on the farms or in cities when they grow up ✓ and help to support the family. ✓ Because infant mortality rates are higher in poor communities, ✓ so poor people tend to have more children to ensure that enough children survive. ✓ (4)
- 3.6 More access to health care and health care is better. ✓ (1)
- [18]**

TOPIC 4

Question 4

- 4.1
- Water: we drink water to survive. ✓ (or) We use water to irrigate crops and feed animals. ✓
 - Air: humans and animals need to breathe air to survive. ✓
 - Forests: people use wood from trees to make furniture and other things and to burn wood for fire. ✓ (Any two.) (3)
- 4.2 Animals and marine life are important natural resources and interdependent. One species often depends on the other. ✓ They are a source of food for other animals and for humans. ✓ We get meat from fish and animals as well as eggs and milk. ✓ Animals may also help people do work, such as pulling machines on farms. ✓ (Any two.) (2)

- 4.3 There are over seven billion people on our planet. Each person uses some of Earth's natural resources. ✓ The more people there are on Earth, the more resources we use up. ✓ (2)
- 4.4 Conservation reduces the damage people do to the environment and preserves the environment for future generations. ✓ It helps people use resources responsibly so that the environment is not damaged. ✓ (2)
- 4.5 The largest conservation areas in South Africa are the national parks, ✓ which are managed and maintained by South African National Parks (SANParks). ✓ (2)
- 4.6 Flora are plants and fauna are animals. ✓✓ (2)

[13]

Question 5

- 5.1 (Any four) Over fishing, ✓ pollution from ships, ✓ coastal industries, ✓ the growth of settlements ✓ and the expansion of the tourist industry ✓ all threaten coastal and marine areas. (4)
- 5.2 Projects that show people better ways to use natural resources in their environment. ✓ Projects that make income for local communities by using the natural environment. ✓ (2)
- 5.3 Answers will vary. Accept any three valid answers. Possible answers might include the following: game viewing, pony trekking and horse riding, bird watching, scuba diving and snorkelling, hiking, whale watching, mountain biking, visiting historical sites, rock climbing. ✓✓✓ (3)
- 5.4 Any three of the following: Use the available water more efficiently and avoid waste. Recycle wastewater so that it can be used again. Use less water on farms by improving irrigation methods. Repair existing water supply systems, by fixing leaking pipes for example. Store water under the ground to prevent evaporation. ✓✓✓ (3)

[12]

Total [50]

Exemplar Assessments

Geography Term 3 Control Test

MEMORANDUM

QUESTION 1

- 1.1 A ✓✓ (2)
- 1.2 D ✓✓ (2)
- 1.3 B ✓✓ (2)
- 1.4 A ✓✓ (2)
- 1.5 B ✓✓ (2)

[10]

QUESTION 2

- 2.1 Stage 1. ✓✓ (2)
- 2.2 Stage 2 ✓✓ (2)
- 2.3 Stage 4 ✓✓ (2)
- 2.4 Stages 2 and 3 ✓✓ (2)
- 2.5 Stage 1. ✓✓ (2)

[10]

QUESTION 3

- 3.1 Disease control: better preventative and curative health care have meant that fewer people contract and die of infectious diseases. ✓ For example, modern medicine means that people can be vaccinated against TB and also given medicinal drugs to cure TB should they contract it. (Any suitable example) ✓ (2)
- 3.2 Improved sanitation: The development of modern toilets means that rivers do not become polluted and diseases are not spread. ✓✓ (2)
- 3.3 Access to clean water means that people do not drink or cook using dirty or polluted water. This limits the spread of diseases such as cholera. ✓✓ (2)
- 3.4 Canned food: canning means that meats and vegetables can be processed and stored for later use. People have access to better nutrition. ✓✓ (2)
- 3.5 Refrigeration: like canning, refrigeration gives people access to a variety of foods that they would not otherwise have been able to buy and consume. It also means that at harvest time fruits and vegetables can be stored for consumption at a time when they would not otherwise be available. ✓✓ (2)

[10]

QUESTION 4

Preventative health care means actions that can be taking to prevent a person catching a disease or becoming sick. ✓✓

Examples of preventatinv health care include:

Washing hands: this helps to remove bacteria and viruses from our hands and prevent us from becoming infected. ✓✓

Breast feeding babies helps to build up their immunity and is better that bottle feeding. ✓✓

Vaccinations which help us to become immune to certain diseases such as measles. ✓✓

Using condoms: this helps to prevent the spread of sexually transmitted diseases such as HIV/AIDS. ✓✓

Regular visits to health clinics or doctors can monitor our health and pick up signs of illness before it becomes serious. ✓✓

[10]

QUESTION 5

- 5.1 Infant mortality rate refers to the number of babies under the age of a year who die per 1000 births. ✓✓ (2)
- 5.2 (Any one factor) Diseases, poor health at birth, lack of food, lack of medical care. ✓✓ (2)
- 5.3 People of low economic status tend to have more children who can work and help to support the family and keep the parents in their old age. ✓✓ Family needs means that children can work as labour on farms or in family business. ✓✓ (4)
- 5.4 (Any two) Mothers can breastfeed their babies which helps to protect them against certain diseases. ✓✓ They can make sure their babies have adequate nutrition. ✓✓ They can also make sure their babies receive all their vaccinations. ✓✓ (2)

[10]

Total: [50]

Exemplar Assessments

Time: 1 hour

Total: 50

History Term 3 Control Test

MEMORANDUM

QUESTION 1

- 1.1 Because they moved around from place to place to find the best grazing land for their sheep and cattle. ✓✓ (2)
- 1.2 The Khoikhoi lost more and more of their land as the trekboers moved further afield. ✓✓ (2)
- 1.3 The first mission station was established at Genadendal by Georg Schmidt. ✓✓ (2)
- 1.4 Because they were under pressure from the Dutch Reformed Church we did not want the Moravians there. ✓✓ (2)
- 1.5 She was an old Khoikhoi woman who had kept a bible and read it to the other Khoikhoi during Schmidt's absence. ✓✓ (2)

[10]

QUESTION 2

- 2.1 They needed cheap labour to help them grow fruit and vegetables. ✓✓ (2)
- 2.2 Accept either Madagascar or West Africa. ✓✓ (2)
- 2.3 By boat. ✓✓ (2)
- 2.4 Slaves did not like their situation. There were two rebellions in the Cape, both of which failed. Some slaves resisted by making life difficult for their owners, for example by

working slowly, drinking or stealing. Others tried running away but they were often caught and punished. (Any two) ✓✓ (4)

[10]

QUESTION 3

- 3.1 Free burghers: Dutch settlers who were free citizens of the Cape who did not work for the VOC. ✓✓ (2)
- 3.2 Huguenots Protestant French-speaking immigrants who were forced out of France because King Louis XIV, a Catholic, banned them from practicing their faith. ✓✓ (2)
- 3.3 San Indigenous inhabitants of southern Africa who were hunter-gatherers. ✓✓ (2)
- 3.4 Missionaries: Christians who were sent to teach religion to others at mission stations. (2)
- 3.5 Khoikhoi Indigenous inhabitants of southern Africa who were herders and moved around to find the best grazing land for their cattle. ✓✓ (2)

[10]

QUESTION 4

- 4.1 As the trekboers moved further north and east, ✓ they took over more and more of the Khoikhoi grazing lands, leaving them nowhere to graze their cattle. ✓✓ Many also died of smallpox. ✓✓ (5)
- 4.2 As trekboers moved further away from the Cape, they threatened the San hunting lands. ✓ There were wars between trekboers and San along the northern frontiers of the colony during the 18th century. ✓ By the end of the century, the remaining San were either living in dry desert areas not wanted by farmers ✓, or were working on the farms of settlers ✓✓. (5)

[10]

QUESTION 5

- 5.1 VOC ships left from Holland and went around the Cape on their way to the East Indies. The VOC headquarters was in Batavia in the East Indies. ✓✓ (2)
- 5.2 The journey from Holland to the East Indies was a long one and a refreshment station was established to allow ships a place to restock with fresh supplies and water. ✓✓ Sailors who had developed scurvy were also allowed to stay there and recover. ✓✓ (4)
- 5.3 Van Riebeeck realised that he needed a permanent settlement in order to grow and supply enough food to passing ships. ✓✓ Farmers were also needed because the Khoikhoi would not trade enough cattle for the Dutch needs. Also the Khoikhoi were not keen on growing crops or doing building work. ✓✓ (4)

[10]

Total: [50]

Exemplar Assessment

Time: 1 hour

Total: 50

HISTORY YEAR END EXAMINATION

MEMORANDUM

TOPIC 3

QUESTION 1

- 1.1 Dutch ✓ (1)
 - 1.2 Water, food ✓ (2)
 - 1.3 Slaves ✓ (1)
- [4]**

QUESTION 2

- 2.1 True ✓ (1)
 - 2.2 False ✓ (1)
 - 2.3 True ✓ (1)
 - 2.4 False ✓ (1)
- [4]**

QUESTION 3

- 3.1 Sorghum and millet. ✓✓ (2)
 - 3.2 The Highveld was too cold ✓✓ and the area west of the Kalahari was too dry. ✓✓ (2)
- [4]**

QUESTION 4

- 4.1 To provide the VOC ships with water and fresh food supplies. ✓ The Cape settlement was also a place where sailors who had **scurvy** could rest and recover. ✓ (2)
 - 4.2 The continent of Africa, ✓ the island of Madagascar ✓, India and Ceylon/Sri-Lanka ✓, and the East Indies. ✓ (4)
 - 4.3 Most slaves at the Cape worked on the farms outside Cape Town. ✓ Slaves worked long hours, and farm work was very hard. ✓✓ Some slaves belonged to the VOC, and they lived at the Slave Lodge in Cape Town. ✓ VOC slaves did building work. ✓ They built the Castle that was started in 1666 to replace the mud fort. ✓ Slaves also worked in the VOC gardens where they grew vegetables. ✓ Other slaves belonged to rich people, and worked as domestic workers in their houses. ✓ A few of these slaves were very skilled crafts-people, and earned money for their owners as tailors, furniture makers and house plasterers. ✓ (Any 7 facts) (7)
- [13]**

TOPIC 4

QUESTION 5

- 5.1 The British. ✓ (1)
- 5.2 Trekboers. ✓ (1)
- 5.3 The Fish River. ✓ (1)
- 5.4 Between the Sundays and Fish Rivers. ✓✓ (2)

[5]

QUESTION 6

- 6.1 They thought the British Court was biased against them. ✓ (1)
- 6.2 The British colonial government introduced laws to control the freedom of movement of the Khoikhoi still living in the Cape Colony. ✓ They recruited young Khoikhoi men into military service. ✓ (2)
- 6.3 For humanitarian reasons : A lot of people in Britain thought that slavery was wrong and that all human beings should be free. ✓ They believed that slavery was cruel, and against the will of God. ✓ For economic reasons: People began to say that Britain would become richer if workers in the colonies were paid wages ✓. Here are some of the reasons why they thought so:
- Workers would be motivated to work harder if they were free and if they were paid for their work. ✓
 - Workers would use their wages to buy products, and this would help the economy to grow. ✓
 - Slave rebellions: Two slave revolts took place in the Cape Colony in 1808 and 1825. Other slave revolts took place in other parts of the British Empire. News of slave revolts spread to all slave-owning colonies. It made the slave owners very frightened. Some slave owners began to think it would be safer for them if slaves were freed and paid wages. ✓ (Any 6 facts) (6)
- 6.4 The British began to control the Boers' use of land. Farms had to be bought. It was the end of 'free land' for the Boer colonists of the Cape ✓✓. The Boers had had freedom to treat their Khoikhoi servants and their slaves as they wished. In 1828, the British had passed the law known as 'Ordinance 50' which allowed Khoi to move freely in the Cape Colony ✓✓. In 1838, all colonists' slaves had to be freed. After the 6th Frontier War (1834–36) and Chief Maqoma's attack on the colony, colonists began to leave the Eastern Frontier. In 1836 the British Governor returned the land between the Keiskamma and the Kei Rivers to the Xhosa, and made peace with the Xhosa chiefs. Boer colonists had hoped to get land across the Keiskamma. ✓✓ (6)
- 6.5 Missionaries worked to convert the indigenous people and ex-slaves of the colonies to Christianity ✓✓. The missionaries believed they could help the indigenous people improve their position in colonial society ✓✓. Many Khoisan and ex-slaves went to live on mission farms. They learned to read, grow food crops and various skills that would help them earn a good living ✓. (5)

[20]**Total: [50]**

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