

Aligned to DBE
Revised ATPs



Platinum

Social Sciences

Navigation pack



**SENIOR PHASE
GRADE 8**

Platinum

Navigation Pack

Social Sciences Grade 8

Pearson South Africa (Pty) Ltd

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Navigation Pack

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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 days, 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 their 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.).
- Ensuring 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 Learner's Book, and pages 46–48 in the Platinum Teacher's Guide.

*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 Pack

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					
Topic	Sub-topic	Unit/Content specific concepts	Time	Links to Platinum series and Pearson Navigation Pack	Page reference
GEOGRAPHY GRADE 8 TOPIC 1: MAPS AND GLOBES	Sub-topic 1: Maps and Atlases	Unit 1: Latitude and longitude- degrees and minutes	4 – 5 hours	Platinum LB	Page 4 - 5
				Platinum TG	Page 24
		Unit 2: Using the Atlas index to find places on a map		Platinum LB	Page 6 - 7
				Platinum TG	Page 25
		Unit 3: Kinds of scale in an atlas (World, regional, local)		Platinum LB	Page 8 - 9
				Platinum TG	Pages 25 - 26
		Unit 4: Scale		Platinum LB	Pages 10 - 11
				Platinum TG	Pages 26 - 27
		Unit 5: Places in the News		Platinum LB	Page 13
				Platinum TG	Page 27
	Sub-topic 2: The Globe	Unit 1: Hemisphere (review from Grade 6)	5 hours	Platinum LB	Page 14
				Platinum TG	Page 28
		Unit 2: Earth's Rotation on it axis (Day and Night)		Platinum LB	Page 15
				Platinum TG	Page 28
		Unit 3: World time, Time Zones, International Date Line		Platinum LB	Pages 16 - 17
	Platinum TG	Pages 29 - 30			
Sub-topic 3: Satellite	Unit 4: South African Standard Time	1½ hours	Platinum LB	Page 18	
			Platinum TG	Page 30	
	Unit 5: Earth's Revolution around the Sun		Platinum LB	Pages 19 - 22	
			Platinum TG	Pages 31 - 32	
	Unit 1: What Satellite Images look like		Platinum LB	Page 23	
REVISION AND ASSESSMENT	Unit 2: Getting Information from Satellite images	2 hours	Platinum TG	Page 33	
			Platinum LB	Page 24	
	Unit 3: Uses of Satellite Images		Platinum TG	Page 34	
FORMAL TEST: MAP SKILLS (50 marks)	Revision and assessment			Platinum LB	Page 25
				Platinum TG	Pages 34 - 35
				Platinum LB	Pages 26 - 27
				Platinum TG	Page 36


TOTAL HOURS = 12 -13

Term 1

TEACHER NAVIGATION GUIDE					
Topic	Sub-topic	Unit/Content specific concepts	Time	Links to Platinum series and Pearson Navigation Pack	Page reference
HISTORY GRADE 8 TOPIC 1: THE INDUSTRIAL REVOLUTION IN BRITAIN AND SOUTHERN AFRICA FROM 1860	Sub-topic 1: Changes during the industrial revolution in Britain	Unit 1: Wealth from slave trade	1 hour	Platinum LB Platinum TG	Pages 112–113 Page 81
		Unit 2: The economy before the Industrial Revolution		Platinum LB Platinum TG	Pages 114–116 Pages 81–82
		Unit 3: What was the Industrial Revolution?	30 min	Platinum LB Platinum TG	Pages 117–119 Pages 82–83
		Unit 4: Social changes during Industrial Revolution: Urbanisation and changing living conditions: lives of the working class, including overcrowded housing, poverty and workhouses. The mines and factories Child labour in the mills and mines	1 hour	Platinum LB Platinum TG	Pages 120–122 Pages 83–85
	Sub-topic 2: Southern Africa before 1860	Unit 5: Labour, resistance, the trade union movement and working class organisations	30 min	Platinum LB Platinum TG	Pages 123–124 Page 85
		Unit 6: Increased power and wealth of Britain and Western European economies	30 min	Platinum LB Platinum TG	Page 125 Pages 85–86
		Unit 1: Map and brief description of political settlement	1 hour	Platinum LB Platinum TG	Page 126 Page 86
		Unit 2: Indentured labour from India to work on sugar plantations India as a British colony Reasons why Indian labour was imported to Natal –The independent Zulu Kingdom		Platinum LB Platinum TG	Pages 127–128 Pages 87–88
		Conditions under which indentured labourers lived and worked Passenger Indians 1867 onwards	30 min	Platinum LB Platinum TG	Pages 129–130 Page 88
		Unit 1: Why diamonds are valuable	1 hour	Platinum LB Platinum TG	Page 131 Pages 88–89
Sub-topic 3: Diamond mining in Kimberley 1867 onwards	Unit 2: British take –over of Diamond rich land in Griqualand West -The discovery of diamonds -The diamond fields dispute -The settlement of disputes		Platinum LB Platinum TG	Pages 132–133 Page 89	
	Unit 3: Diamond mining and the development of monopoly -One person one claim -What happened to black claim –owners -Problems related to digging deeper Formation of companies Cecil John Rhodes and Barnato -The formation of De Beers Consolidated Mines Limited Regulating supply and the price of diamonds	1 hour	Platinum LB Platinum TG	Pages 134–137 Pages 90–92	

TEACHER NAVIGATION GUIDE					
Topic	Sub-topic	Unit/Content specific concepts	Time	Links to Platinum series and Pearson Navigation Pack	Page reference
REVISION AND ASSESSMENT		Revision and assessment	3 hours	Platinum LB Platinum TG	Page 138 Page 93
FORMAL ASSESSMENT: TEST (50 marks)		<p>Content: Industrial Revolution in England and SA: Source Based (30 Marks – 24 questions / six paragraph): Industrial Revolution in England Essay (20 Marks): Labour in South Africa</p>			
 TOTAL HOURS = 10					

Term 2

TEACHER NAVIGATION GUIDE					
Topic	Sub-topic	Unit/Content specific concepts	Time	Links to Platinum series and Pearson Navigation Pack	Page reference
GEOGRAPHY GRADE 8 TOPIC: 2 CLIMATE REGIONS	Sub-topic 1: Factors Affecting Temperature and Rainfall	Unit 1: Distance from the Equator (Latitude)	5 hours	Platinum LB	Pages 30–31
		Unit 2: Distance from the Sea (Continentality)		Platinum TG	Pages 38–39
		Unit 3: Height above Sea Level (Altitude)		Platinum LB	Page 32
		Unit 4: Ocean Currents		Platinum TG	Pages 39–40
		Unit 5: Mountains (Relief)		Platinum LB	Page 33
	Sub-topic 2: Climate of South Africa	Unit 1: Physical Map of South Africa (review from Grade 5)	4 hours	Platinum TG	Page 40
		Unit 2: Factors Affecting Temperature and Rainfall in South Africa		Platinum LB	Page 34
	Sub-topic 3: Climates of the World	Unit 1: Difference between Weather and Climate	5 hours	Platinum TG	Page 41
		Unit 2: Weather Elements: temperature, humidity, wind and precipitation		Platinum LB	Page 35
		Unit 3: Types of Climate: Tropical, subtropical, temperate, desert, semi-desert, continental, polar, Mediterranean, tundra and high mountain (alpine)		Platinum TG	Page 42
Unit 4: Temperature and rainfall characteristics of different climates (bar and line graphs)		Platinum LB		Page 36	
Unit 5: Climate regions of the world		Platinum TG		Page 43	
REVISION AND ASSESSMENT	Revision and assessment		3 hours	Platinum LB Platinum TG	Pages 46–47 Page 44 Page 47
CONTROLLED TEST: (75 marks)	25 marks: Term 1 50 marks: Term 2			Platinum LB Platinum TG	Pages 45–48 Page 48
TOTAL HOURS = 17					

TEACHER NAVIGATION GUIDE					
Topic	Sub-topic	Unit/Content specific concepts	Time	Links to Platinum series and Pearson Navigation Pack	Page reference
HISTORY GRADE 8 TOPIC 2: THE MINERAL REVOLUTION IN SOUTH AFRICA	Sub-topic 1: Britain, diamond mining, increasing labour control and expansion	Unit 1: Increasing labour control over black workers: Migrant labour and close compounds. Further land dispossession and defeat of African kingdoms: Xhosa 1878	1 hour	Platinum LB Platinum TG	Pages 142–143 Page 96
	Sub-topic 2: Deep level gold – mining on Witwatersrand 1886 ¹	Unit 2: Further land dispossession and defeat of African kingdoms: Pedi and Zulu: 1879	1 hour	Platinum LB Platinum TG	Page 144 Page 97
		Unit 4: Conditions underground		Platinum LB Platinum TG	Pages 150–151 Page 100
		Unit 5: The Randlords and the formation of the Chamber of Mines Migrant workers Increasing burden on women in the reserves, erosion of families	1 hour	Platinum LB Platinum TG	Page 152 Page 101
		Unit 8: Skilled and unskilled white workers	30 min	Platinum LB Platinum TG	Page 158 Pages 103–104
		Unit 9: Anti-Indian Legislation Forms of labour resistance		Platinum LB Platinum TG	Page 159 Page 104
		Unit 11: The city of Johannesburg -The Mineral Revolution as a turning point in South African history	30 min	Platinum LB Platinum TG	Page 161 Page 106
	Sub-topic 3: Mineral revolution as a turning point in SA History	Unit 1: 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	1 hour	Platinum LB Platinum TG	Pages 162–163 Pages 106–108
		Unit 2: Map of Southern Africa in 1913 compared with 1860	1 hour	Platinum LB Platinum TG	Page 164–164 Page 107
				Platinum LB Platinum TG Navigation Pack: Targeted Worksheet 2	Page 165 Pages 108–109 Page 26

¹ DEEP-LEVEL GOLD MINING ON THE WITWATERSRAND 1886 The following topics have been omitted from the regular curriculum in the 2021 ATP: Why gold is valuable, Migrant workers and Mining of gold, conditions underground, how gold is mined.

NB: Learners have prior knowledge around "The importance of gold". They learned about this in Grade 6 while studying Mapungubwe and in Grade 7 while doing Trans Saharan Trade. In Term 1 the importance of diamonds is been explained. Gold is similar to diamonds as they are both minerals that hold value and are important to people.

Term 2

TEACHER NAVIGATION GUIDE					
Topic	Sub-topic	Unit/Content specific concepts	Time	Links to Platinum series and Pearson Navigation Pack	Page reference
REVISION AND ASSESSMENT		Revision and assessment	3 hours	Platinum LB Platinum TG	Pages 166–167 Page 110
JUNE CONTROLLED TEST (75 marks)		<p>Mineral Revolution in SA: Source Based (35 Marks - 27 Marks questions / eight paragraph); Industrial Revolution in England Source Based (20 Marks - 20 questions): SA War and formation of ANC Essay (20 Marks): Impact of Gold on SA</p>		Navigation Pack: Control Test	Page 36
 TOTAL HOURS = 9					

TEACHER NAVIGATION GUIDE					
Topic	Sub-topic	Unit/Content specific concepts	Time	Links to Platinum series and Pearson Navigation Pack	Page reference
GEOGRAPHY GRADE 8 TOPIC 3: SETTLEMENT	Sub-topic 1: Settlements and land use	Unit 1: Urban settlements	2 – 3 hours	Platinum LB	Pages 58–61
		Unit 2: Rural settlements		Platinum TG	Pages 54–56
	Sub-topic 2: Land use on aerial photographs and large scale maps	Unit 1 :What aerial photographs look like (oblique and vertical)	2 – 3 hours	Platinum LB	Pages 64–65
		Unit 2: Information from aerial photographs – natural and constructed features		Platinum TG	Pages 56–57
		Unit 3: Identifying land use in urban settlements (aerial photographs and large-scale maps)		Platinum LB	Pages 66–67
	Programme Assessment (50 marks)	Project on settlements	2 hours	Platinum TG	Page 57
		Project on settlements		Platinum LB	Pages 68–69
	Sub-topic 3: Urbanisation	Unit 1 Concept of urbanisation	4 Hours	Platinum TG	Page 58
		Unit 2 Why cities are growing – push and pull forces of migration (Africa with focus on South Africa)		Platinum LB	Pages 70–71
		Unit 3 Overview of urbanisation in South Africa – including issues associated with apartheid population controls		Platinum TG	Pages 59–60
Unit 4 Social issues related to the rapid growth of cities – such as housing and service provision (including health care and education)		Platinum LB		Page 72	
REVISION AND ASSESSMENT			2 hours	Platinum TG	Pages 60–61
				Platinum LB	Page 73
				Platinum TG	Page 61
				Platinum LB	Pages 74–77
				Platinum TG	Pages 61–62
				Platinum LB	Pages 78–79
				Platinum TG	Pages 62–63
				Platinum LB	Pages 80–81
				Platinum TG	Pages 64–65
 TOTAL HOURS = 12					

Term 3

TEACHER NAVIGATION GUIDE						
Topic	Sub-topic	Unit/Content specific concepts	Time	Links to Platinum series and Pearson Navigation Pack	Page reference	
HISTORY GRADE 8 TOPIC 3: THE SCRAMBLE FOR AFRICA	Sub-topic 1: European colonisation of Africa in the late 19th century	Unit 2: Berlin conference 1884	1 hour	Platinum LB Platinum TG	Pages 171–173 Pages 112–113	
	Sub-topic 2: Causes of colonisation Link to industrial revolution	Unit 3: Patterns of colonisation: which countries colonised which parts of Africa		Platinum LB Platinum TG	Page 174 Page 114	
	Sub-topic 3: Results of colonisation	Unit 2: Why European powers were able to colonise Africa so quickly	1 hour	Platinum LB Platinum TG	Pages 179–180 Page 115	
	Sub-topic 4: Case study: The Ashanti Kingdom?	Unit 1: A turning point in African history	Unit 1: A turning point in African history Unit 2: Loss of land Unit 3: Resistance Unit 4: Christianity, customs and culture	3 hours	Platinum LB Platinum TG	Page 181 Pages 117–118
		Unit 2: Loss of land			Platinum LB Platinum TG	Page 182 Page 118
		Unit 3: Resistance			Platinum LB Platinum TG	Pages 183–184 Pages 118–119
		Unit 4: Christianity, customs and culture			Platinum LB Platinum TG	Page 185 Pages 119–120
	REVISION AND ASSESSMENT	Sub-topic 4: Case study: The Ashanti Kingdom?	Unit 1: The rise of the Ashanti and their early contact with European traders and explorers	1 hour	Platinum LB Platinum TG	Pages 186–187 Pages 120–121
			Unit 3: The British and the colonisation of the Gold Coast	1 hour	Platinum LB Platinum TG	Pages 189–192 Page 121–123
			Unit 4: Results of colonisation for Ashanti Kingdom and Britain	1 hour	Platinum LB Platinum TG	Page 193 Page 123 Page 29
			2 hours	Navigation Pack: Targeted Worksheet 3 Platinum LB Platinum TG	Pages 194–195 Page 124	
FORMAL ASSESSMENT TEST: 50 marks		Colonisation and Scramble for Africa: Source based (30 Marks – 22 questions / eight paragraphs): Ashanti Kingdom Essay (20 Marks): Scramble for Africa				
TOTAL HOURS = 10						

2 The rise of the Ashanti Kingdom and their early contact with European traders and explorers. Results of colonisation for Ashanti Kingdom and Britain. (N.B This content was omitted in the 2020 Revised ATP). The content has been brought back as it introduces the topic “The Kingdom of Ashanti and also explains explicitly the impact of colonisation on Ashanti.

TEACHER NAVIGATION GUIDE						
Topic	Sub-topic	Unit/Content specific concepts	Time	Links to Platinum series and Pearson Navigation Pack	Page reference	
GEOGRAPHY GRADE 8 TOPIC 4: TRANSPORT AND TRADE	Sub-topic 1: Trade and transport around the world	Unit 1 Reasons for trade (Review from Grade 6)	3 hours	Platinum LB	Page 84	
		Unit 2: Links between trade and transport – with examples to illustrate		Platinum TG	Pages 67–68	
		Unit 3: Different modes of transport and their uses: sea, air, road, rail and pipeline		Platinum LB Platinum TG	Page 85 Page 68	
	Sub-topic 2: Trade and transport in South Africa	Unit 1: Major roads, railways, airports and harbours in South Africa (map)	Unit 1: Major roads, railways, airports and harbours in South Africa (map)	4 hours	Platinum LB	Page 89
			Unit 2: Case study of a selected South African harbour – Port Elizabeth		Platinum TG	Page 70
			Unit 3: Advantages and disadvantages of road and rail transport		Platinum LB Platinum TG	Pages 90–92 Pages 70–71
			Unit 4 Requirements for future transport networks		Platinum LB Platinum TG	Pages 93–94 Pages 71–72
	Sub-topic 3 People and transport in urban areas	Unit 1: Public transport systems in urban areas – such as buses and trains Unit 2 Private modes of transport – such as mini-bus taxis, cars and bicycles Unit 3 Transport issues – such as cost for commuters, traffic congestion and pollution Unit 4 Public transit strategies – such as rapid transport systems, subsidised public transport, bus and cycle lanes, park and ride, car-free zones	Unit 1: Public transport systems in urban areas – such as buses and trains	5 hours	Platinum LB	Pages 96–98
			Unit 2 Private modes of transport – such as mini-bus taxis, cars and bicycles		Platinum TG	Page 73
			Unit 3 Transport issues – such as cost for commuters, traffic congestion and pollution		Platinum LB Platinum TG	Pages 99–100 Pages 73–74
Unit 4 Public transit strategies – such as rapid transport systems, subsidised public transport, bus and cycle lanes, park and ride, car-free zones			Platinum LB Platinum TG		Pages 101–103 Page 74	
ASSESSMENT AND REVISION			3 hours	Platinum LB Platinum TG	Pages 104–107 Page 74–76	
SUMMATIVE ASSESSMENT	(75 marks on Term 2 and Term 3 material)	See exemplar. Source-based assessment and paragraph writing. See ATP.	2 hours	Platinum LB Platinum TG Navigation Pack: Control Test	Pages 108–109 Page 77 Page 169 Page 155 Page 46	



TOTAL HOURS = 17

Term 4

TEACHER NAVIGATION GUIDE						
Topic	Sub-topic	Unit/Content specific concepts	Time	Links to Platinum series and Pearson Navigation Pack	Page reference	
HISTORY GRADE 8 TOPIC 4: World War I (1914 – 1918) ³	Sub-topic 1: Reasons why World War I broke out	Unit 1: Long – Term Causes: Nationalism, Industrial economies, Control of seas, Colonisation and empires	1 hour	Platinum LB Platinum TG	Pages 198–199 Pages 126–127	
		Unit 2: Short – Term Causes Assassination of Archduke of Austria at Sarajevo	1 hour	Platinum LB Platinum TG	Pages 200–203 Pages 127–129	
		Unit 3: Countries in Europe which fought: Allied Powers vs Central Powers		Platinum LB Platinum TG	Page 204 Page 129	
		Unit 1: Conscription and propaganda in Britain	1 hour	Platinum LB Platinum TG	Pages 205–207 Page 130	
		Unit 2: Conscientious objectors		Platinum LB Platinum TG	Pages 208–209 Pages 130–131	
	Sub-topic 2: Experiences in World War I	Unit 3: Trench warfare on the Western Front			Platinum LB Platinum TG	Pages 210–213 Pages 131–132
		Unit 4: Music and poetry			Platinum LB Platinum TG	Pages 214–215 Pages 132
		Unit 5: WW 1 and South Africa: Battle of Delville Wood -1919 Sinking of Mendi: 1917		30 min	Platinum LB Platinum TG	Pages 216–217 Pages 133–134
		Unit 1: Changing roles of women in the workplace in Britain in World War I		30 min	Platinum LB Platinum TG	Pages 218–219 Pages 134–135
		Unit 2: Emily Pankhurst and the Campaign for the vote for women in Britain			Platinum LB Platinum TG	Pages 220–221 Pages 135–136
REVISION AND ASSESSMENT	Sub-topic 4: The End of World War I	Unit 1: The defeat of Germany and the Treaty of Versailles	30 min	Platinum LB Platinum TG	Pages 222–223 Page 137	
	NOVEMBER CONTROLLED TEST (75 marks)	Colonisation and Scramble for Africa: Source based (35 Marks – 27 questions / eight paragraph): Ashanti Kingdom (13) WW 1: Source based (20 Marks – 20 questions): Life in WW 1 Essay (20 Marks): Causes of WW 1	3 hours	Platinum LB Platinum TG Navigation Pack: Control Test	Pages 224–225 Page 44	
TOTAL HOURS = 7 ½						

³ World War 1 has been brought back to Grade 8 History ATP as it links with topic “The World War II in Grade 9 (Term 1)

Targeted Worksheets

Targeted Worksheet	Topic in CAPS	Focus
1	Gaining practice in the use of visual and graphic data	Interpreting data in Human Geography
2	The mineral revolution as a turning point in SA history	Interpreting source based questions
3	The Scramble for Africa	Paragraph and essay writing

Targeted Worksheet 1

Graphs in Human Geography

Statistics are essential in identifying and analysing trends in Geography. Since rural and urban studies reflect society at large, urban planners and government policy makers need to have access to current, relevant statistics. As students of Geography, learners need to be comfortable in generating and interpreting various forms of data.

Common data formats for Human Geography include the following:

- Line graphs
- Tables
- Pie charts
- News extracts and summaries
- Sketches
- Infographics
- Flow-maps and diagrams
- Photographs, maps
- and street/land use maps

This worksheet aims to offer basic practice-exercises to develop confidence and skill in interpreting and drawing inferences from selected data sources.

Targeted Worksheet 1

Total: 35

Time: 30 minutes

Topic 2: Climate regions

Name: _____

Surname: _____

Use the sources provided to answer the questions.

1. Interpreting line graphs.

Study Figure 1 below closely, and then answer the questions:

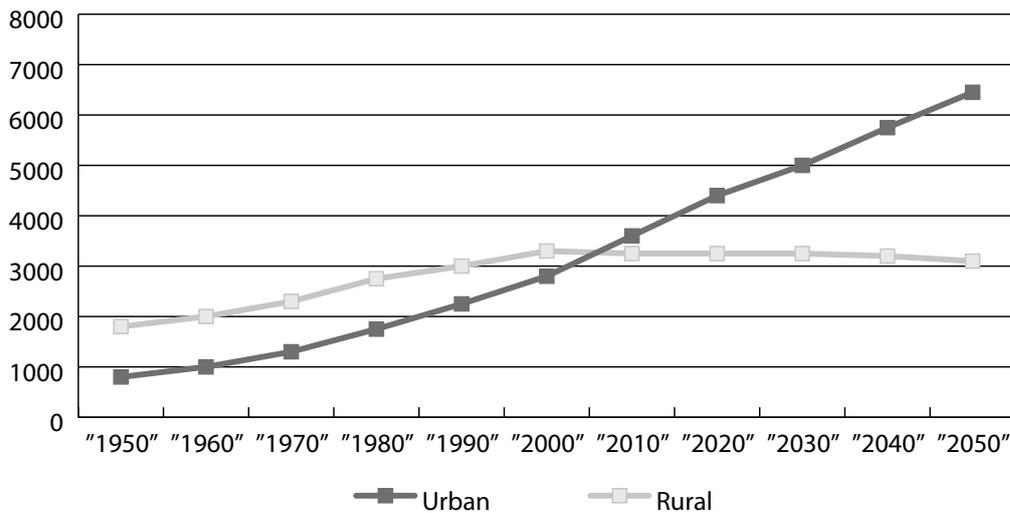


Figure 1

- 1.1. Identify the variables shown on the vertical and horizontal axis, respectively. (2)
- 1.2. The figures on the graph are for the entire world. Suggest a suitable heading for this graph. (2)
- 1.3. Define the terms 'rural' and 'urban.' (2)
- 1.4. State the number of people worldwide living in: (a) rural settlements (b) urban settlements in 1960. (2)
- 1.5. Describe the trends shown on the graph. (4)
- 1.6. (a) In what year did the Earth begin to have more people living in urban areas than living in rural areas? (1)
 (b) List FOUR factor that may have attracted people to urban areas. (4)
 (c) Are the factors mentioned In Question 1.6.b called push or pull factors? (1)
- 1.7. This graph predicts figures for the future. Suggest how scientists determine what the graph will look like in the future. (2)

Total: [20]

2. Refer to Figure 2 and Table 1 below:

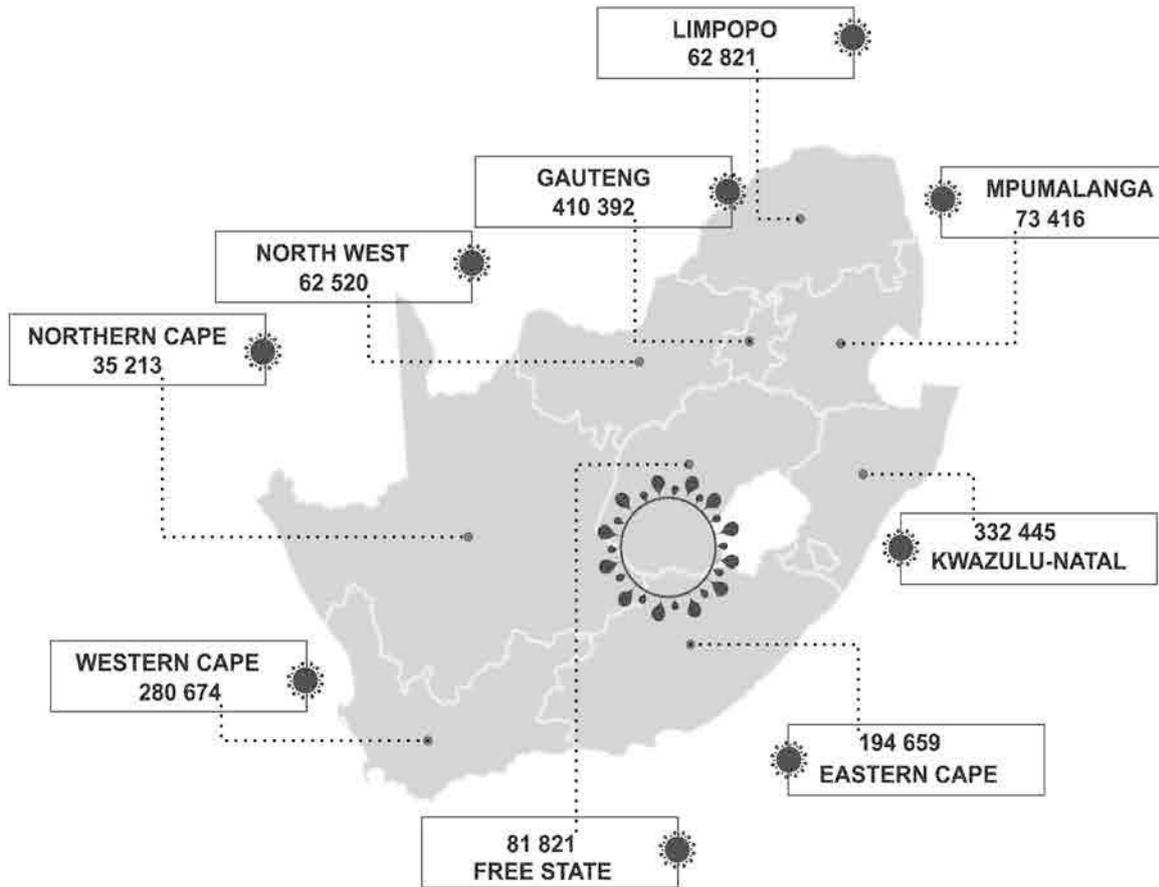


Figure 2: Map showing COVID cases on 18 March 2021 [Source: Department of Health]

Table 1: Distribution of Population in South Africa

PROVINCE	POPULATION ESTIMATE 2019
Eastern Cape	6 712 746
Free State	2 887 465
Gauteng	15 176 116
KwaZulu-Natal	11 289 086
Limpopo	5 982 584
Mpumalanga	4 592 187
Northern Cape	1 263 875
North West	4 027 160
Western Cape	6 844 272

- 2.1. List the four provinces (in decreasing order) with the greatest populations. (2)
- 2.2. List the four provinces (in order) with the greatest total of recorded COVID-19 cases. (2)
- 2.3. State the two provinces that have the smallest populations (1)
- 2.4. State the two provinces that have the least number of COVID-19 cases recorded. (1)
- 2.5. Is there a correlation between the population totals and the number of COVID-19 cases recorded by province? Justify your answer by commenting on any unusual observations. (3)
- 2.6. Some provinces (such as Limpopo, The Northern Cape and Mpumalanga) have large rural communities. Write a short paragraph discussing how the numbers of recorded cases could be affected by the rural or urban nature of a region. (6)

[15]**Total: [35]**

Targeted Worksheet 2

History Grade 8

Introduction

The greatest adjustment required by History teachers working under pandemic-imposed conditions is how to allocate their time. Previously there was a balance between working through content and historical skills development. The adjustments that have been made require a new balance to be developed by teachers. The limited time for interacting in classrooms means that teachers now need to focus less on the content they are teaching and spend more time ensuring that the necessary skills are mastered. The skills developed by history learners in Grade 8 are the same ones that they will use throughout their school career. As such taking the time to help learners understand the different levels of questioning and what is required from them at each level is essential for their future success.

Skills focus: Answering source based questions

There are three cognitive levels of source based questions in History. Each level tests a different set of skills that the learners are expected to have developed. Over the course of their time in History learners will continue to use the same set of skills with the primary difference being a change in the weighting of questions asked at each cognitive level. For Grade 8 the required weighting is 30% at Level 1, 50% at Level 2 and 20% at Level 3. It is important to make sure that learners understand the difference between these levels as the expectation for how to respond to the question is different for each level. Unfortunately, for learners the question paper does not indicate the cognitive level of each question and as such, learners need to learn which instructions or questions are associated with each level so that they may respond appropriately.

Level 1 is knowledge recall and extraction of information from the sources. At this level, learners may be asked either to provide a definition of a historical concept or alternatively to find the appropriate response located in the text. When extracting information from the text it is essential that learners realise their answers must come verbatim from the text. This is a standard that flows down from the NSC exam and learners who do not include the exact phrase or wording from the source are marked as incorrect. Questions or instructions that are commonly used at level 1 include but are not limited to: identify, list, quote, define, "according to". It is useful to go through each of these words with learners to help them understand what each word means (especially relevant for second or even third language learners).

Level 2 is about interpretation and application of information from the sources. These questions are designed to get the learners opinions and knowledge of information from the sources. Unlike Level 1, learners must use their own words to answer Level 2 questions, even if the answer can be located in the source. Again, learners who do not use their own words will be marked as incorrect. Questions and instructions that are commonly used at Level 2 include but are not limited to: explain, comment, why. It may be useful to indicate to learners that explain means show your understanding using your own words while comment means show your opinion using your own words.

Level 3 requires evaluation and analysis of sources as well as synthesis of information. Synthesis of information requires learners to write a paragraph which will be covered in the next worksheet.

Evaluation of sources is considered one of the most difficult skills as it requires learners to look holistically at the source and place it in context of the topic as a whole. In this case learners aren't only looking at the content of the source but who produced it, where it was published and how it can be interpreted. In later grades learners will also be required to compare information between sources (although not tested at a Grade 8 level it is definitely encouraged to start introducing this skill as soon as possible). Questions and instructions commonly used at Level 3 may include but again are not limited to: usefulness, reliability, bias, limitations, (compare).

The final piece of the source based puzzle that learners need to master is understanding how much to answer at each question. Mark indications are essential and learners need to pay particular attention to this. History questions are always presented with a breakdown of the mark allocation. Please note there are no half or partial marks awarded in history. Use one tick per mark allocated. The three most common allocations are:

(2x1)(2): Learners need to provide two short answers worth one mark each. (Two separate ticks.)

(1x2)(2): Learners are required to provide one detailed answer that is fully explained. (One double tick.)

(2x2)(2): Learners are required to provide two clear detailed answers that are fully explained. (Two double ticks.)

Targeted Worksheet 2

Total: 20**Time: 45 minutes**

History Topic 2 Subtopic 3: The mineral revolution as a turning point in South African history

Name:**Surname:**

You will need to refer to pages 162 – 163 of the Platinum Social Science Grade 8 Learner's Book to find the sources referred to in the questions below

Refer to page 162 to answer the following questions:

1. Identify when gold was first discovered in South Africa. (1x2)(2)
2. Comment on why, in Source A, the author says, "the story of South Africa is the story of gold." (2x2)(4)
3. Explain why war between the British and Boer Republics was inevitable (always going to happen) after gold was discovered. (1x2)(2)
4. How reliable is Source A to a Historian studying the Mineral Revolution? (2x2)(4)

Refer to page 163 of the Learner's Book to answer the following questions:

5. List TWO ways the APO resisted the British Governments desire to restrict the votes to whites only. (2x1)(2)
6. According to the text, why was the Transvaal Indian Congress formed? (1x2)(2)
7. Why would Bambatha and the Zulu want to resist colonial rule? (2x2)(4)

Total: [20]

Targeted Worksheet 3

History Topic 3: The scramble for Africa

Skills focus: Writing an essay

A history essay is an argumentative essay in which learners take a stance and use the information that they have learned to defend that stance. Learners often struggle to write essays for a variety of reasons. Teachers often provide learners with a pre-written essay to overcome these barriers. This is actively discouraged. Learners should rather be encouraged to complete a practice essay. This essay can then be adapted to match the question they are asked in the assessment. The bulk of the essay will remain the same, with the key difference coming through in their line of argument. Learners need to write an introduction, body and conclusion. Each separate section requires a slightly different approach and learners need to be guided through this. In history, learners are not allowed to use headings in their essay.

An introduction is key to setting the tone for an essay and helps provide context for the essay. It should begin with a clear response to the question where learners take a stance and importantly explain why they took that stance. This establishes a line of argument that the learners will need to support throughout the body of the essay. This will change with every question. The rest of an introduction should answer the following four questions: What is this essay about (the main theme or idea discussed – in this case colonisation)? Where is the story taking place? When is it happening? Who are the main people in the story? Regardless of the essay question, these four answers will remain relevant to the topic and can be used in any essay.

Learners need to make use of “**The PEEL method**” to write a clear and coherent paragraph (this can be used to answer a paragraph question in the source based section as well). The PEEL method helps learners to construct a structured and logical way.

P – Point: The main reason for writing this paragraph. In stead of writing a heading for your paragraph, write it as a whole sentence as the first line of your paragraph. This is the easiest way to write a point.

E – Explain: Go into more detail about your point and show the reader exactly what you meant. If you used any difficult historical words in your point, this is a good place to explain it.

E – Example: These are the facts that you write to help prove what you are saying is true.

L – Link: This sentence helps show how your paragraph answers the question. It connects the paragraph to the question. You can also use it to introduce the next paragraph.

Finally, learners must construct a conclusion to bring their essay to a close. Often learners struggle with this as they attempt to write a summary of the story. A conclusion should be a summary of the argument. The argument is a combination of the points and links included in each paragraph. No new content should be introduced in a conclusion. Learners must **always** write a conclusion, even if their essay is incomplete.

Argument and content hold equal weighting when marking. A learner who knows all the content but does not create an argument can get a maximum mark of content Level 5 and presentation Level 3 on the essay rubric.

Targeted Worksheet 3

Total [20]

Time: 60 minutes

Topic 3: The scramble for Africa

Name:

Surname:

Answer the following question by writing a practice essay in your notebook. Use the guideline provided to help you stay on track. Make sure you use your own words and follow the PEEL method

“European greed and advances in technology led to the Berlin Conference and Scramble for Africa”.

To what extent do you agree with the above statement? Use the guideline below to help you write an essay of between 1 - 2 pages where you explain your answer.

- Introduction
- The Berlin Conference
- Reasons for colonisation
- Africa is colonised quickly
- Conclusion

Total: [20]

Targeted Worksheet 1 Answers

Geography Topic 2: Climate regions

- 1.1. Vertical axis= Population in millions ✓ Horizontal axis= Years ✓ (2)
- 1.2. Graph showing change in global Rural and Urban populations over Time. (credit suitability of heading). ✓✓ (2)
- 1.3. Rural= living off the land e.g., farming, fishing, forestry, mining ✓ Urban: living in cities and towns ✓. (2)
- 1.4. State the number of people worldwide living in:
 (a) rural settlements = 2 000 million (2 billion) ✓
 (b) urban settlements = 1000 million (1 billion) ✓ (2)
- 1.5. Both rural and urban numbers have increased, as the global population has increased as a whole. ✓ The rural population initially was higher than urban population, ✓ but since 2008, there are more people living in cities than in the countryside. ✓ There is a slight flattening out of the current and predicted rural population ✓, while the urban population is increasing dramatically ✓, and is expected to continue to increase in the future. ✓ (4)
- 1.6. (a) About 2007-2009. (1)
 (b) better health care ✓; better education facilities ✓; more job opportunities ✓, better services such as electricity, piped water, better transport. (Any reasonable suggestion, but must be pull factors, not push factors) (4)
 (c) Pull factors. ✓ (1)
- 1.7. Scientists look carefully at the long-term trends up to the current time, and then they extrapolate the existing data into the future. Unless there has been a sudden calamity, such as a pandemic, or a world war, the scientists expect existing trends to continue. ✓✓ (2)
- [20]**
- 2.1. Gauteng, (½) KwaZulu-Natal, (½) Western Cape (½), Eastern Cape (½) (2)
- 2.2. Gauteng, (½) KwaZulu-Natal. (½), Western Cape (½), Eastern Cape. (½) (2)
- 2.3. Free State (½), Northern Cape (½) (1)
- 2.4. NorthWest, (½) Northern Cape (½) (1)
- 2.5. Yes ✓, the numbers of COVID-19 cases recorded reflects the total population figures for each province. ✓ The provinces with the greatest populations also recorded the highest numbers of COVID-19 cases. ✓ Exceptions are the North West and Free State ✓. The North West recorded fewer cases than expected, and the Free State recorded more cases than expected. ✓ (3)
- 2.6. Some points to consider:
 The more urbanised a region is, the better the health care facilities should be ✓, and the easier the access to transport and to healthcare facilities. ✓ However, urban areas are also characterised by high-density living, ✓ especially in informal settlements or townships, ✓ which helps to spread the virus more quickly, Lack of clean, potable water ✓ In any area would increase the risk of COVID-19 (or any disease) spreading. ✓ Levels of poverty ✓ also play a role: wealthier people have better access to good health care, ✓ While poorer people have reduced access to health care ✓. In deeply rural areas, many people may not have had

the financial means, ✓ nor the transport / communication links to access health care If sick, ✓ so it is possible that some deaths in very rural areas were not recorded ✓, or were not diagnosed as being Covid-related. ✓

Credit reasonable, logical arguments.

(6)

[15]

Total: [35]

Targeted Worksheet 2 Answers

History Topic 2: The mineral revolution as a turning point in South African history

1. 1886 ✓✓ (2)
2. The discovery of gold completely changed the economy of South Africa. ✓✓ The majority of people switched from working in agriculture to working in industry related to mining ✓✓ Any other relevant response ✓✓ (4)
3. The British were always going to want to control the goldfields so they could be rich. ✓✓ Any other relevant response ✓✓ (2)
4. RELIABLE: It is reliable because it was published in 1941 which makes it a Primary Source ✓✓ It was published in a book titled "A history of South Africa." ✓✓ Any other relevant response ✓✓

OR

NOT RELIABLE: It is not reliable because it claims the discovery of Gold in South Africa was the biggest discovery ever made without giving any evidence to support that idea. ✓✓ It says the Story of South Africa is only about gold but that is bias because what about all the other events happening in the country? ✓✓ Any other relevant response ✓✓ (4)

5. Non-violent protests ✓ appeals to the British Government ✓ (2)
6. To protest against the anti-Indian legislation in the area. ✓✓ (2)
7. Bambatha and the Zulu people wanted their land back from the colonial land. ✓✓ He also wanted an end to Poll tax which was seen as unfair and making his people poor. ✓✓ Any other relevant response ✓✓. (This is a Level 2 question so learners must use their own words). (4)

Total: [20]

Targeted Worksheet 3 Answers

History Topic 3: The scramble for Africa

The following may be used as a **content summary** for the essay:

Introduction: Suitable response to question to establish an argument. Learners need to either agree or disagree and then stick to that argument throughout the essay. The introduction should cover the following ideas:

What: Competing Ideologies – An Ideology is a set of beliefs or ideas that define how you see the world. The two ideologies in this story are communism and capitalism.

Where: This affected the entire world.

When: It started in 1946 after WW II and ended in 1991.

Who: The two main countries were the superpowers: The United States of America (USA) and the Union of Soviet Socialist Republics (USSR)/Russia

Superpowers: The two strongest countries in the world were the USA and USSR. Had very different beliefs but both wanted to spread their power around the world.

The Arms and Space Race: Desire for nuclear weapons, Mutually Assured Destruction (MAD), Cuban Missile Crisis the closest the world came to total destruction. Desire to control space and develop rockets led to a competition to see who could have the most advanced technology. USSR sent the first person to space, but the USA landed the first person on the moon.

Dividing Germany: After WW II Germany was divided into two, West Germany controlled by Britain, France, and USA. East Germany controlled by USSR. Berlin which was in East Germany also divided between Western Powers and USSR. In 1961 the Berlin Wall was built as a physical representation of the cold war and a barrier between the two superpowers.

The Fall of the Berlin Wall: In 1985 Gorbachev became the leader of the USSR and introduced the policies of perestroika and glasnost to try and fix the failing economy. These were the first steps to ending communism in the USSR. The East German started protests and in 1989 the new German Government tore down the Berlin Wall and the USSR did nothing to stop them. In 1990 Germany became one country and by 1991 the USSR collapsed, and the Cold War was over.

Conclusion: This should be a summary of the argument presented and not a summary of the story and content.

Use the following rubric to evaluate. Ensure you assign a content level first and then determine the presentation level.

PRESENTATION	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
MARKING	Very well planned and structured essay.	Well planned and structured essay.	A planned and structured essay.	Essay planned and structured to a certain extent.	Shows some evidence of a planned argument.	Attempts to structure an answer. Largely descriptive or some attempt at developing an argument.	Little or no attempt to structure the essay.
ESSAY TOTAL: 20	Developed a well-balanced argument. Defended the argument throughout.	Developed a balanced argument. Evidence used to defend the argument.	Developed a clear argument. Evidence used to support argument.	Attempts to develop an argument. Evidence partially used to support an argument.	Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.		
CONTENT							

LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	18 – 20	16 – 17					
LEVEL 6 Question has been answered. Content selection relevant to line of argument.	16 – 17	15	14				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.		14	13	12			
LEVEL 4 Question is recognisable in answer. Some omissions or irrelevant content selections.			12	11	10		
LEVEL 3 Content selection does relate to the question, but does not answer it. Omissions in coverage.				10	9	8	
LEVEL 2 Question inadequately addressed. Sparse content.					8	7	5 – 6
LEVEL 1 Question inadequately addressed or not at all. Inadequate or irrelevant content.						5 – 6	0 – 4

Total: 20

Exemplar Assessments

Exemplar Assessment

Time: 2 hours

History Term 2 Controlled Test

Section A: Source based questions

Question 1: How did the Industrial Revolution lead to big changes in British society?

1.1 Study Source F on page 115

- 1.1.1 Identify why the author thinks England is not free. (1×2) (2)
- 1.1.2 According to the source, what should the poor be allowed to do? (1×2) (2)
- 1.1.3 Explain how the enclosed field system was bad for the poor. (2×2) (4)

1.2 Study Source G on page 117

- 1.2.1 According to the source, when did the Industrial Revolution take place? (1×2) (2)
- 1.2.2 Define the term "Industrial Revolution". (1×2) (2)
- 1.2.3 Comment on why changes in the agriculture industry were important to the Industrial Revolution. (2×2) (4)
- 1.2.4 Why would changes transportation be important for helping the Industrial Revolution spread around the world? (2×2) (4)

1.3 Study Source J on page 120

- 1.3.1 Were factories in rural or urban areas? (1×1) (1)
- 1.3.2 Explain why people could be unhappy with their houses being in between the factories (2×2) (4)
- 1.3.3 Why would this source be useful to a historian studying the Industrial Revolution? (1×2) (2)

- 1.4 Using the information in the sources as well as your own knowledge write a paragraph of about 80 words in which you explain how the Industrial Revolution led to big changes in British society. (8)

[35]

Question 2: How did power distribution change in southern Africa between 1860 and 1913?

2.1 Study Source A on page 162

- 2.1.1 What does the author say caused change and development in South Africa? (1×2) (2)
- 2.1.2 When did these changes take place? (2×1) (2)
- 2.1.3 Explain the role of gold in causing the South African War. (2×2) (4)

2.2 Study Source C on page 165

- 2.2.1 Identify the two British colonies. (2×1) (2)
- 2.2.2 Comment on the power distribution in southern Africa in 1860. (2×2) (4)

2.3 Study Source D on page 165

2.3.1 Explain how the Native Land Act of 1913 affected black South Africans. (2×2) (4)

2.3.2 Would this source be useful to a historian studying the Native land act? Explain your reason. (1×2) (2)

[20]

Section B: Essay questions

Question 3: The impact of the discovery of gold on South Africa.

“The discovery of gold in Johannesburg resulted in a complex migrant labour system and division of wealth and society.” To what extent do you think the above statement is true? Write an essay of between one and two pages in which you explain your answer.

[20]

Total: [75]

Exemplar Assessment**Time: 1.5 hours****Total: 75**

Geography Term 2 Controlled Test

Name:**Surname:**

Question 1: Map skills**[25]****1.1 Multiple choice questions:**

Write down only the letter of the correct answer for each of the following questions:

1.1.1 How many degrees of longitude are there on the Earth?

- A 180
- B 120
- C 90
- D 360

(1)

1.1.2 The Earth is divided into time zones. How many degrees of longitude are there in each time zone?

- A 15
- B 30
- C 10
- D 25

(1)

1.1.3 What is the main cause of the Earth having day and night?

- A The Earth's revolution around the Sun
- B The Earth rotating on its own axis
- C Day and night take 24 hours
- D The Earth's axis is tilted at $23\frac{1}{2}^{\circ}$

(1)

1.1.4 Which map scale is the largest?

- A 1: 10 000
- B 1: 20 000
- C 1: 30 000
- D 1: 50 000

(1)

1.1.5 The representative fraction of 1: 50 000 can also be written as a word scale.

Choose the correct option below:

- A One centimetre on the map represents half a kilometre
- B One centimetre on the map represents 50 000 kilometres
- C One centimetre on the map represents 500 centimetres
- D One metre represents 50 000 metres

(1)

1.1.6 Which statement below is NOT true?

- A The Greenwich Meridian is found at 0° W/ E
 - B The International Date Line separates places on Earth with different dates.
 - C The Equator is also called the Prime Meridian.
 - D The South Pole is located at 90°S
- (1)

1.1.7 Which statement about the Seasons is NOT true?

- A The Seasons are caused by the Earth's revolution around the Sun
 - B The tilt of the Earth's axis causes places to experience long days in summer, and long nights in winter
 - C The southern and northern hemisphere experience opposite seasons.
 - D The solstices occur in autumn and spring
- (1)

[7]

1.2 Refer to the map of the Eastern Cape below:

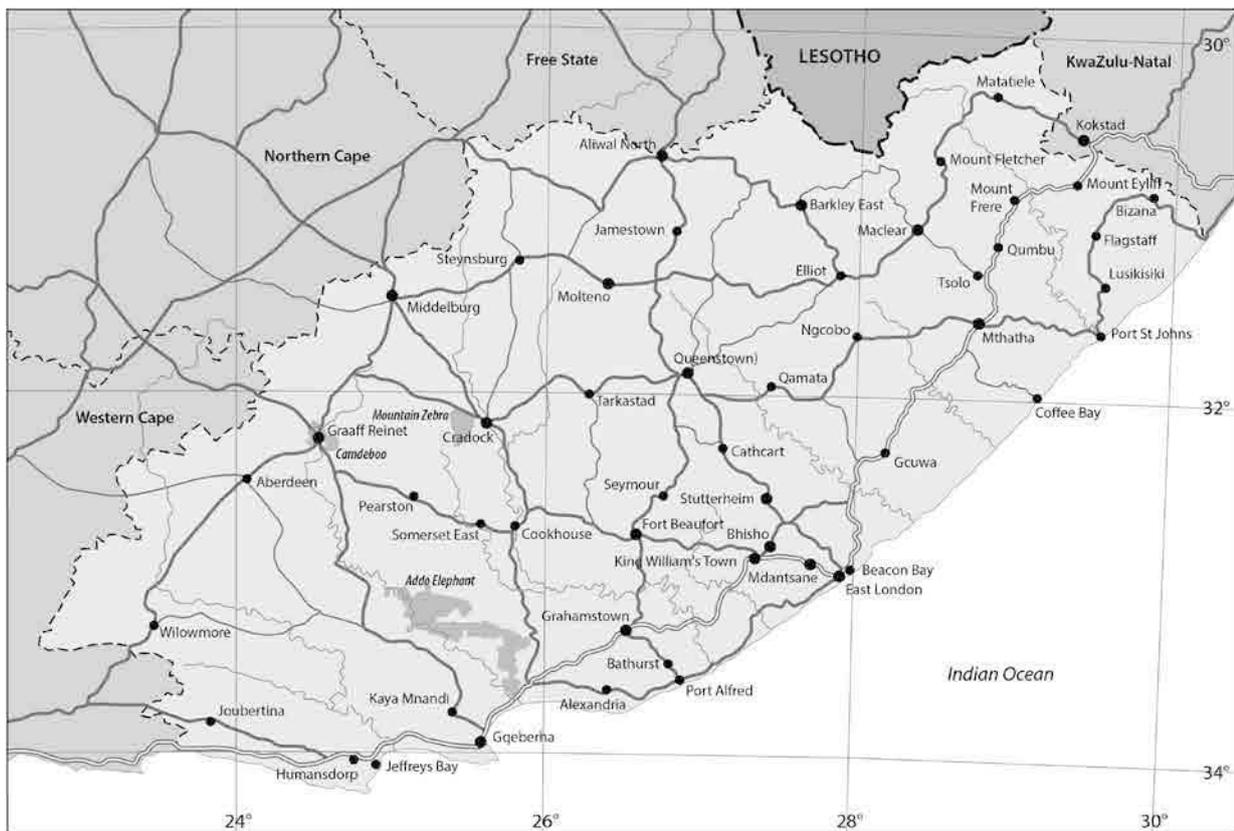


Figure 1: Map of the Eastern Cape

Name the towns found at each of the following sets of co-ordinates:

- 1.2.1 32°10' S; 25°40' E
 - 1.2.2 33°55' S; 25°40' E
 - 1.2.3 31°40' S; 28°40' E
- (3)

1.3. Time Zones:

- 1.3.1 On which line of longitude does South Africa base its time? (1)
- 1.3.2 Why do some countries have many time zones, and some only a few? (2)
- 1.3.3 Choose the correct options in the following statement:
 Places in the Eastern hemisphere have a time that is **earlier/ later** in the day than places in the Western hemisphere. This is because the Earth rotates from **west to east/ east to west**. (2)
- 1.3.4 A world cup soccer match is being played between Argentina and Brazil at 14:00 in Argentina. Ayanda in Port Elizabeth, (Gqeberha) South Africa, wants to watch the game live on television. Will he need to turn on his television at 08:00 or at 20:00? Explain. (2)

[7]

1.4 Refer to the aerial illustration below:

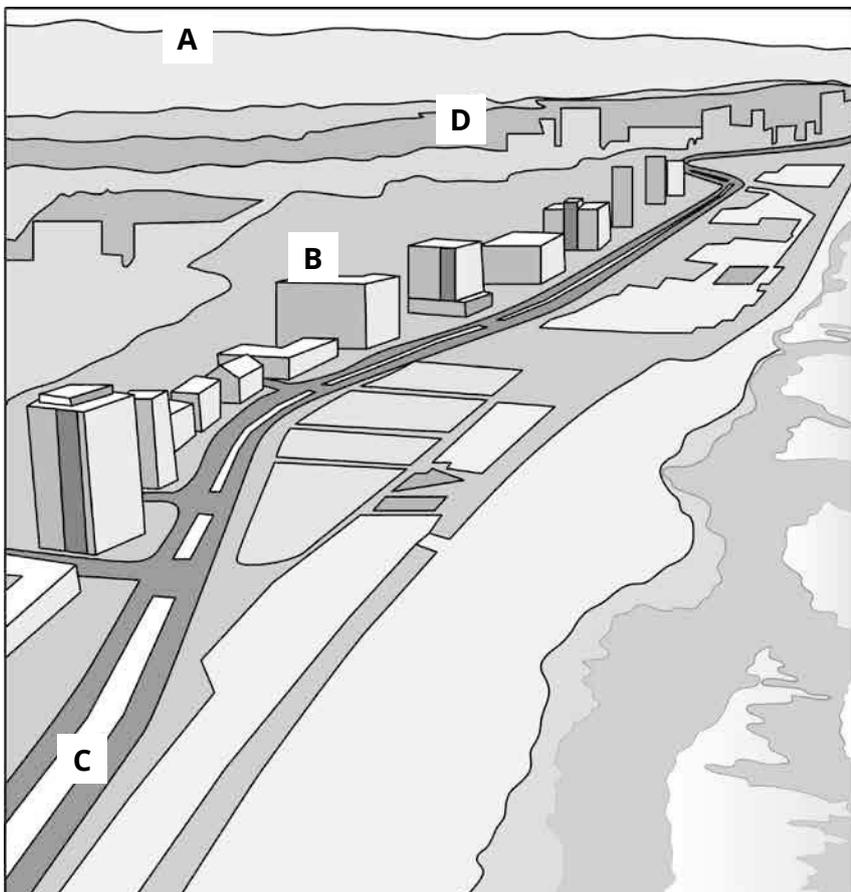


Figure 2: Illustration of Durban, KwaZulu-Natal

- 1.4.1 Match each of the following land-use areas with the letters A to D on the illustration.
 - A recreation/ leisure
 - B residential housing
 - C high-density accommodation
 - D parking area

(4)

- 1.4.2 What evidence on the illustration suggest that Durban is a prime tourist city? (2)
- 1.4.4. From the illustration, describe the general relief (topography) of the area shown. (2)

[8]

QUESTION 2: CLIMATE REGIONS

[50]

2.1 General climatic concepts

- 2.1.1 Outline the difference between ‘weather’ and ‘climate’. (4)
- 2.1.2 Name three elements of weather. (3)
- 2.1.3 a) State the general relationship between latitude and temperature. (2)
- b) Mt Kilimanjaro (Africa’s highest mountain, at 5 885 m) is situated in Tanzania, just a few degrees away from the Equator. However, this mountain is snow-covered for most of the year. Explain how this is possible. (3)

[12]

2.2 South African Climate

Durban and Port Nolloth, (shown on the map below), are both coastal cities in South Africa.

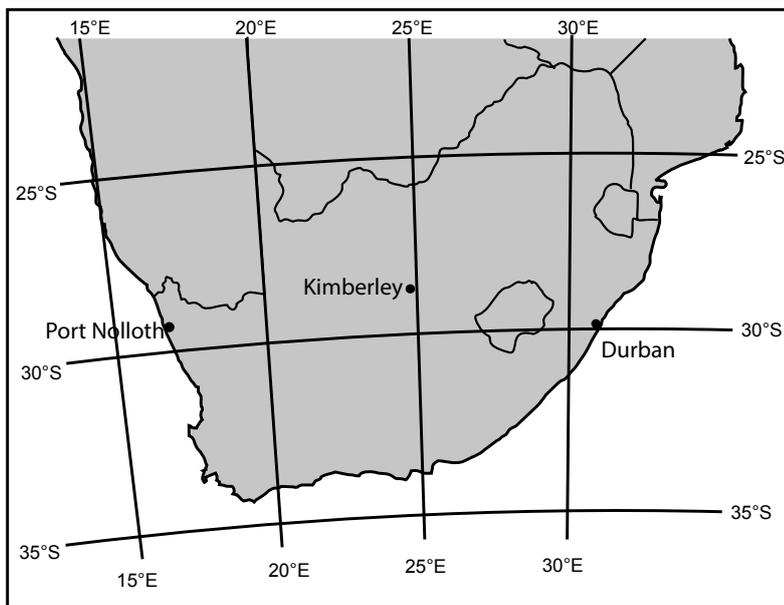


Figure 3: Towns of South Africa

Table 1: Temperatures of selected towns in South Africa.

Place	Highest temperature	Lowest Temperature	Temperature range
Kimberley	33°C	-4°C	
Durban	28°C	10°C	18°C
Port Nolloth	24°C	9°C	15°C

- 2.2.1 What is meant by the 'temperature range?' (1)
- 2.2.2 Calculate the temperature range for Kimberley. Show your calculations. (2)
- 2.2.3 State which of the three towns has the greatest range of temperatures, and explain the climatic reasons why this is the case. (4)
- 2.2.4 Durban and Port Nolloth are both at sea level, and Port Nolloth is slightly closer to the Equator than Durban. Durban, however, has higher summer and winter temperatures than Port Nolloth. Explain why this is so. (4)
- 2.2.5 Mountains affect rainfall patterns. Draw a simple, well-labelled diagram to show how mountains create wet or dry regions on either side of the mountain range. (Remember to include a heading for your diagram.) (7)

[18]

2.3 Case Study: Cape Town

Climate graph for Cape Town, South Africa

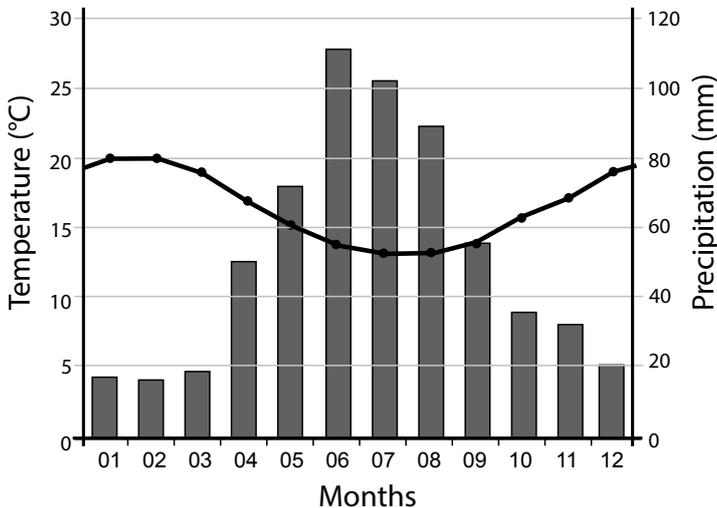


Figure 4: Climate Graph for Cape Town, South Africa

(* 01=12 indicate months of the year, January to December)

- 2.3.1 What evidence from this graph indicates that Cape Town is in the southern hemisphere? (2)
- 2.3.2 State the average maximum and minimum temperatures recorded in Cape Town. (2)
- 2.3.3 During which season does Cape Town receive most of its rain? Quote from the graph to support your answer. (2)
- 2.3.4 Cape Town can be described as having a Mediterranean climate. Quote THREE pieces of evidence from the graph above to support this statement. (3)
- 2.3.5 Name TWO other regional climate types in South Africa. (2)

[11]

2.4 Read the bulletin below from a news site:

18-19 April 2021

The Editors' Table | On the firebreak: Covering Cape Town's inferno

On Sunday morning, a fire started on Table Mountain in Cape Town.

It has since wreaked havoc on the area. With temperature spiking to around 37 degrees Celsius, humidity at less than 10% and extremely strong winds on Monday, the mountain was engulfed in thick smoke and a convoy of helicopters dropped water on the flames as firefighters tried to hold the line.

Cape Town fire: Residents start returning home, mop-up operations continue

A devastating veldfire on the slopes of Table Mountain has destroyed 650 hectares – and firefighters will be on standby throughout the night to prevent any flare-ups.

SANParks fire chief, Philop Prins, said: "More than 150 firefighters from Table Mountain National Park/contract wildfire crews (NCC Wildfires), Working on Fire, Volunteer Wildfire Services and City of Cape Town were deployed on the fire line, with assistance from fire aerial support helicopters that began suppressing the fire in the City Bown area from 07:00 on Tuesday morning."

- 2.4.1 Identify three climatic reasons why summer fires in Cape Town are so difficult to extinguish. (3)
- 2.4.2 Discuss how the use of technology (helicopters, satellite photos, hourly weather information, and the use of drones) could help to minimise danger to fire fighters and residents. (6)

[9]

Total: [75]

Exemplar Assessment

Time: 2 hours

History Term 4 Controlled Test

Section A: Source based questions

Name:

Surname:

Answer all the questions below.

Question 1: Why was the war for control of the Ashanti Kingdom called the “War of the Golden Stool”?

1.1 Study Source E on page 190.

- 1.1.1 According to the source, why did the Ashanti priest call together the Ashanti people? (1×2) (2)
- 1.1.2 Identify what the Golden Stool represents to the Ashanti people. (1×2) (2)
- 1.1.3 Explain why the author refers to this story as a legend. (2×2) (4)

1.2 Study Source J on page 192

- 1.2.1 What country is Major Hodgson from? (1×2) (2)
- 1.2.2 Define the term “colonisation”. (1×2) (2)
- 1.2.3 Explain why Hodgson describes the Queen as the paramount power in the country. (2×2) (4)
- 1.2.4 Comment on why the Ashanti people hid the Golden Stool from Hodgson. (2×2) (4)

1.3 Study Source B on page 187

- 1.3.1 Name the woman in this picture. (1×1) (1)
- 1.3.2 Explain the role she played in the “War of the Golden Stool” (2×2) (4)
- 1.3.3 Why would this source be useful to a historian studying the Ashanti Kingdom? (1×2) (2)

[27]

- 1.4 Using the information in the sources as well as your own knowledge write a paragraph of about 80 words in which you explain why the war for control of the Ashanti Kingdom called the “War of the Golden Stool”. (8)

[35]

Question 2: What role did propaganda play in getting the young men of Europe to fight in WW1?

2.1 Study Source C on page 206

- 2.1.1 Define the term propaganda. (1×2) (2)
- 2.1.2 List two things the author says the German troops have that make the events described even worse. (2×1) (2)
- 2.1.3 Comment on why the author would describe all the awful events that he claims happened. (2×2) (4)

2.2 Study Source B on page 206

2.2.1 Identify the man represented in this cartoon. (1×2) (2)

2.2.2 Comment on why the cartoonist is trying to say. (2×2) (4)

2.3 Study Source D on page 207

2.3.1 Explain the message behind this cartoon. (2×2) (4)

2.3.2 How reliable would this source be to a historian trying to study the use of propaganda in WW1? (1×2) (2)

[20]

Section B: Essay questions

Question 3: Causes of World War I (WWI)

“The assassination of Archduke Franz Ferdinand started World War 1 but was not the main cause of the war.” To what extent do you agree with the above statement? Write an essay of between one and two pages in which you explain your answer. [20]

Total: [75]

Exemplar Assessment

Time: 1.5 hours

Total: 70

Geography Term 4 Controlled Test

Name:

Surname:

Section A: Source based questions

QUESTION 1: SETTLEMENTS

[50]

Concepts and terminology

1.1 Match each term in Column A with the correct definition from Column B. Write down only the correctly-matching letter and number e.g. A-1.

	Column A		Column B
A	Rural settlement	1	A settlement characterised by activities involving working with the land itself
B	Urban settlement	2	A factor that causes people to want to leave an area
C	Push factor	3	A government voted for, and chosen by the people of the country
D	Pull factor	4	An increasing percentage of the population that live in cities
E	Infrastructure	5	Buses, trains and cars
F	Urbanisation	6	A government that emphasises sustainable development
G	Democracy	7	A settlement characterised by industries and professional services
H	Land use	8	An influx of people from rural to urban areas
		9	The links and structures that enable people to connect and interact
		10	A factor that attracts people to move into that area
		11	The way that a piece of land is being used e.g. for recreation.

(8)

1.2 Refer to the photograph below:

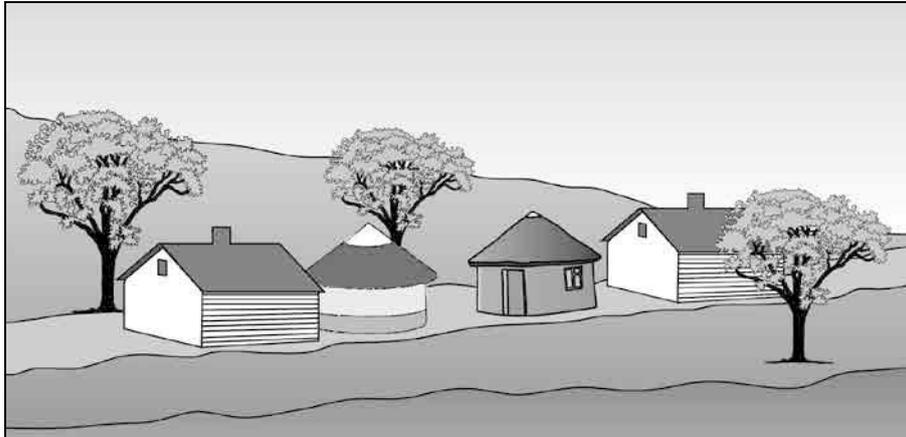


Figure 1: Rural Area in South Africa

- 1.2.1 What evidence from the photo suggests that this is a rural area? (3)
- 1.2.2 Describe three probable challenges that the inhabitants of this settlement face on a daily basis. (3)
- 1.2.3 Imagine that you live in this settlement. Describe three pull factors that might make you want to move into an urban area. (3)
- 1.2.4 If you were the chief of this village, what would be the three most important things that you would request that the government establishes in this area? Give specific examples of how this initiative would benefit the residents, and the village as a community. (6)

[15]

1.3 The Influence of Apartheid on South African settlements

Refer to Figure 2 below, a map of the “Homelands’ created under the Apartheid Government.

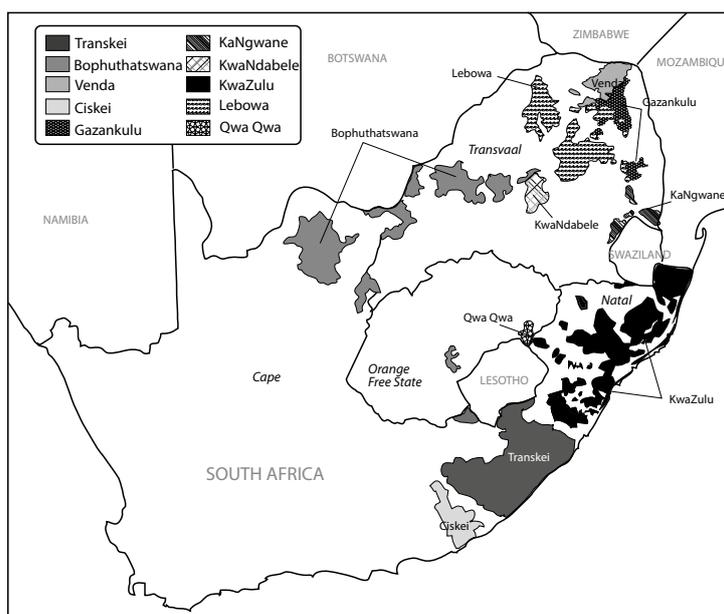


Figure 2: Homelands or Bantustans of South Africa, pre-1994.

- 1.3.1 How many Homelands were created by the Apartheid government, according to Figure 2? (2)
- 1.3.2 Many homelands were fragmented. Describe TWO difficulties that this would have posed in governing these areas efficiently. (2)
- 1.3.2 Comment on the way in which the Homeland areas were distributed across South Africa. (3)
- 1.3.3 How did it benefit the existing cities of white South Africa to have large Homeland areas nearby? (3)

[10]

1.4. Informal housing

Refer to Figure 3 below, showing the percentage of residents in Cape Town living in various types of dwellings.

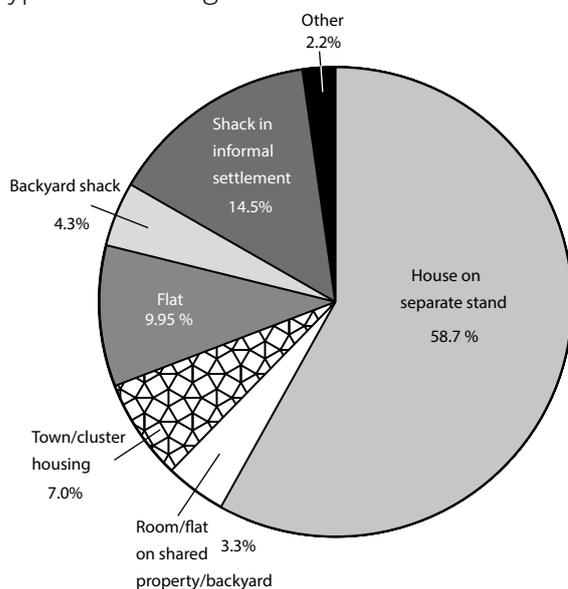


Figure 3: Residents by housing type in Cape Town.

- 1.4.1 Calculate the percentage of residents in Cape Town who live in each of the following types of dwelling:
 - a) Those who live in flats or townhouses (2)
 - b) Those living in informal settlements, backyard shacks or informal shacks. (2)

1.4.2 Read the news extract below:

Quarter of households in Gauteng informal settlements did not get planned upgrades in 2019/20: SAHRC

Shonisani Tshikalange

Twenty-five percent of households in Gauteng informal settlements earmarked to be upgraded in 2019/20 were not upgraded.

That's according to the 2020-2021 State of Human Rights Report released by the Gauteng office of the SA Human Rights Commission (SAHRC) in March 2021



The report said the percentage of households living in informal dwellings stood at 18.4% for Ekurhuleni Municipality, 19.1% for Johannesburg and 16.4% for Tshwane.

Across the three metropolitan areas in Gauteng, about one in five to one in six households were living in informal households and remained vulnerable and susceptible to COVID-19 due to their limited access to basic services and ability to practise physical distancing.

"In Gauteng's metros, the percentage of households that rely on shared and communal taps to access water stands at 8% for Ekurhuleni, 7% for Johannesburg and 3% for Tshwane. The percentage of households without access to electricity stands at 20.2% for Ekurhuleni, 29.2% for Johannesburg and 15.1% for Tshwane," said the commission's Dalli Weyers.

- 1.4.2 a) From the extract, **name** the three major municipalities of Gauteng, and **rank** them in decreasing order of percentages of residents living in informal settlements. (Quote figures from the article.) (6)
- b) Give THREE reason why people live in informal settlements, rather than in formal housing. (3)
- 1.4.3 The article mentions that the residents of informal settlements have 'limited access to basic services'. Suggest TWO basic services (apart from water and electricity) that most people living in informal settlements do not have. (2)
- 1.4.4 Apart from the lack of clean water, suggest why informal settlements were particularly vulnerable (exposed) to the spread of the COVID-19 virus. (2)

[17]

QUESTION 2: TRADE AND TRANSPORT

[25]

2.1 Refer to Figure 4 below, showing the main ports or harbours of southern Africa.

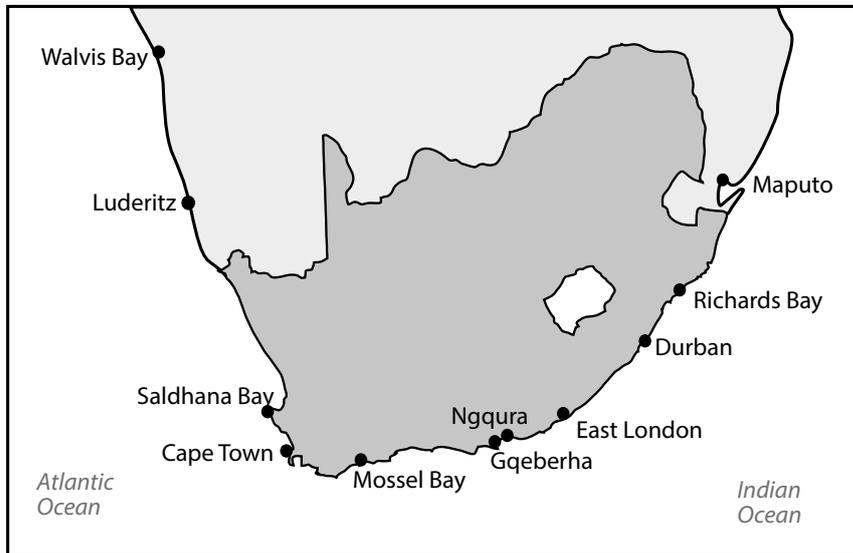


Figure 4: Ports of southern Africa

- 2.1.1 Gauteng is the most industrialised province. From Figure 4, name the two closest South African harbours to Gauteng. (2)
- 2.1.2 Suggest how a long coastline with many harbours benefits South Africa as a country. (2)
- 2.1.3 Many of south africa's neighbours (e.g. Lesotho, Botswana, Zimbabwe) have no access to the sea. How does this help to ensure that South Africa maintains a productive relationship with these neighbours? (2)

2.2 Refer to Figure 5, a graph showing changing transport costs over distance.

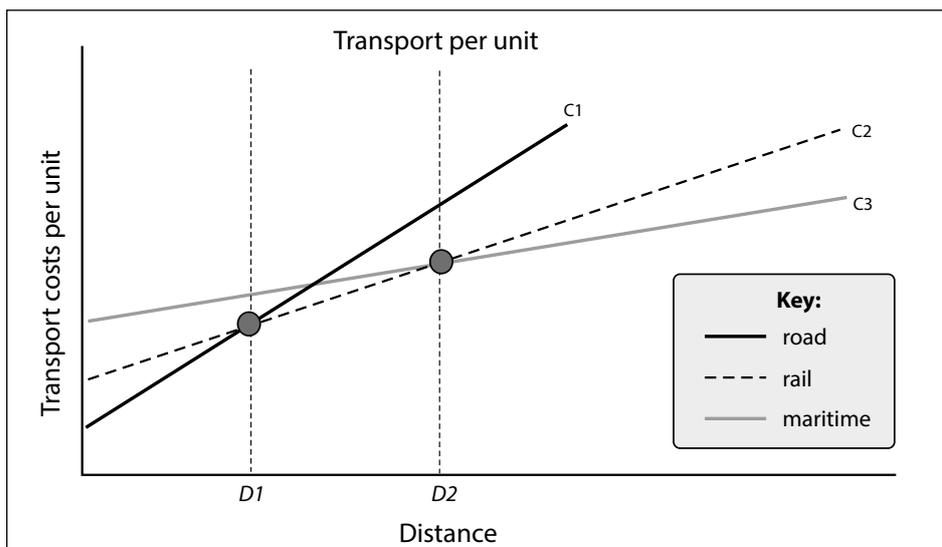


Figure 5: Transport costs over distance

- 2.2.1 State which of the three types of transport shown are cheapest over
 - a) short distances

- b) medium distances
- c) long distances (3)
- 2.2.2 Suggest why sea transport has such high initial costs. (2)
- 2.2.3 What major type of transport is not shown on this graph? (1)
- 2.2.3 What type of transport would you use for each of the following products?
In each case, justify your answer.
- a) Sending a crate of books to your cousin in New Zealand
- b) Sending fresh flowers to your mother in Malawi for her birthday. (4)

[16]

2.3 Refer to Figure 6 below:

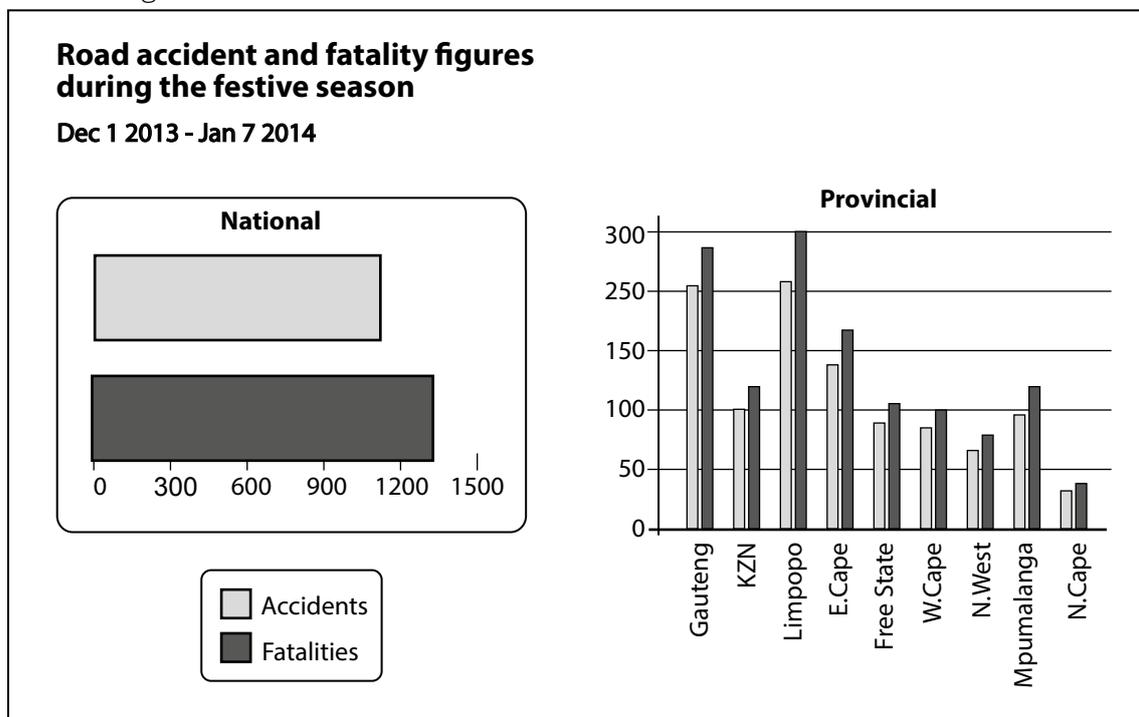


Figure 6: Road accidents and fatalities (deaths) over the December holiday season, 2013-2014 in South Africa.

- 2.3.1 Which province had the greatest number of accidents over the period shown? (Quote figures from the graph). (2)
- 2.3.2 Which province had the greatest number of road deaths over the period shown? (Quote figures from the graph). (2)
- 2.3.3 How many people in total lost their lives on the roads in South Africa over the period shown? (1)
- 2.3.4 South Africa had a long period of lockdown in 2020 because of COVID-19. Write a short explanation of how this lockdown period would have affected the number of road users, and the probable impact on the number of accidents and deaths. (4)

[9]

Total: [75]

Exemplar Assessment

Total: 75

History Term 2 Controlled Test

MEMORANDUM

Section A: Source based questions

- 1.1.1 The poor have no land ✓✓ (1×2) (2)
- 1.1.2 They should be allowed to dig and labour in the common land ✓✓ They should be allowed to live as comfortably as the landlords that live in their enclosures. ✓✓ SELECT ONE (1×2) (2)
- 1.1.3 Enclosing the fields meant that only rich landlords had access to farmlands. ✓✓ Enclosing the fields meant there was no longer any common ground for the poor to use which meant it was difficult for them to farm. ✓✓ ANY OTHER RELEVANT RESPONSE ✓✓ (2×2) (4)
- 1.2.1 From 1750 to 1850 ✓✓ (1×2) (2)
- 1.2.2 The Industrial Revolution was a period where changes in agriculture, manufacturing, mining, transportation and technology had a far-reaching effect on the social and economic conditions. ✓✓ ANY OTHER RELEVANT RESPONSE ✓✓ (1×2) (2)
- 1.2.3 Improvements in agriculture meant that there was more food available, which led to population growth. ✓✓ Improvements in agriculture meant fewer people were needed to farm which meant more people could work in factories ✓✓ ANY OTHER RELEVANT RESPONSE ✓✓ (2×2) (4)
- 1.2.4 An improvement in transportation meant that it was easier to travel further and faster. ✓✓ Improved transportation meant that more people could travel and more material could be sent around the world. ✓✓ ANY OTHER RELEVANT RESPONSE ✓✓ (2×2) (4)
- 1.3.1 Urban ✓✓ (1×1) (1)
- 1.3.2 Factories produced a lot of pollution, which could make people sick. ✓✓ Factories were very noisy and dangerous places, which people would not want to live next to. ✓✓ ANY OTHER RELEVANT RESPONSE ✓✓ (2×2) (4)
- 1.3.3 It would be useful because it shows the living conditions in a town during the Industrial Revolution. ✓✓ ANY OTHER RELEVANT RESPONSE ✓✓ (1×2) (2)

[27]

1.4 Levels and descriptions:

Level	Level Descriptors
1 (0-2)	Uses evidence in elementary manner: Shows little to know understanding of how the Industrial Revolution led to big changes in British society." Uses evidence to only partially write a paragraph on the topic or answers the question only to a minor extent.
2 (3-5)	Evidence used is mostly relevant and relates to a great extent to the topic, e.g. shows a basic understanding of why was the war for control of how the Industrial Revolution led to big changes in British society." Uses evidence in a basic manner to write a paragraph.

3 (6-8)	<p>Uses relevant evidence, e.g. demonstrates a thorough understanding of how the Industrial Revolution led to big changes in British society.”</p> <p>Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</p>
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(8)

[35]

- 2.1.1 The discovery of Gold Mines. ✓✓ (1×2) (2)
- 2.1.2 From 1886 ✓ to 1940 ✓ (2×1) (2)
- 2.1.3 Gold was incredibly valuable and the British wanted to control the gold ✓✓ The British did not want the Boer Republics to become powerful by controlling the Gold ✓✓ ANY OTHER RELEVANT RESPONSE ✓✓ (2×2) (4)
- 2.2.1 The Cape Colony ✓ Natal ✓ (2×1) (2)
- 2.2.2 Power was divided between the Boer Republics, English colonies and Independent African states ✓✓ The country was not unified as many different groups controlled different areas ✓✓ ANY OTHER RELEVANT RESPONSE ✓✓ (2×2) (4)
- 2.3.1 The Native Land Act of 1913 meant that black South Africans were only allowed to own land in specific areas. ✓✓ The Native Land Act meant that more than 70% of the people were only allowed to live in 13% of the land, which caused poverty and inequality. ✓✓ ANY OTHER RELEVANT RESPONSE ✓✓ (2×2) (4)
- 2.3.2 USEFUL: It shows the areas allocated to black South Africans in the Native Land Act ✓✓ ANY OTHER RELEVANT RESPONSE ✓✓ (1×2) (2)

[20]

Section B: Essay questions

The following may be used as a content summary for the essay:

Introduction: Suitable response to question to establish an argument. Learners need to indicate to what extent they believe the statement is true and then stick to that argument throughout the essay. The introduction should cover the following ideas:

What: Migrant labour and Wealth Inequality

Where: Southern Africa: The Transvaal

When: From 1886

Who: black South Africans and the Landlords

The Landlords: Rich mine owners who formed mining companies

1899 Chamber of mines: finding workers; keeping wages low to maximise profits; influencing government to pass favourable laws.

Migrant workers: White and black miners who came from rural areas to new urban areas.

Impact of hut and poll tax. Recruitment process for finding cheap black migrant labour. Use of contracts and pass laws to control black labourers.

Impact on families: Families broken as fathers left and only the elderly, women and children left behind. The reserves got poorer each year as women struggled under the heavy load of all the responsibility of farming, raising families and looking after the elderly.

Racial segregation: Separate white and black working classes emerge because of laws which meant only white workers could do skilled jobs. White miners were paid more than black miners who were only allowed to do unskilled work. White miners allowed to live with their families, black miners were made to live in closed compounds.

Conclusion: This should be a summary of the argument presented and not a summary of the story and content. [20]

Use the rubric on page 35-36 to evaluate.

Exemplar Assessment

Total: 75

Geography Term 2 Controlled Test

MEMORANDUM

Question 1: Map skills

- 1.1.1 A ✓
- 1.1.2 A ✓
- 1.1.3 B ✓
- 1.1.4 A ✓
- 1.1.5 A ✓
- 1.1.6 C ✓
- 1.1.7 D ✓ [7]
- 1.2.1 32°10' S; 25°40' E: Cradock ✓
- 1.2.2 33°55' S; 25°40' E: Port Elizabeth (now Gqeberha) ✓
- 1.2.3 31°40' S; 28°40' E: Mthatha ✓ (3)
- 1.3 Time Zones:
 - 1.3.1 30°E ✓ (1)
 - 1.3.2 Small countries, such as South Africa, find it inconvenient to operate within more than one time zone. ✓ Large countries, like the USA and Russia, need more than one time zone, as there may be a time difference of 8 hours between western and eastern parts of the country. ✓ One time zone would be impractical. ✓ (2)
 - 1.3.3 Choose the correct options in the following statement:
Places in the Eastern hemisphere have a time that is later ✓ in the day than places in

- the Western hemisphere. This is because the Earth rotates from west to east. ✓ (2)
- 1.3.4 Ayanda will need to turn on his television in Gqeberha at 20:00 ✓, because South Africa is ahead of Argentina in time. (South Africa is further east) ✓ (2)
- [7]**
- 1.4.1 Match each of the following land-use areas with the letters A to D on the photograph.
- a) recreation/ leisure: D ✓
- b) residential housing: A ✓
- c) high-density accommodation: B ✓
- d) parking area: C ✓ (4)
- 1.4.2 There is a large beach, with many people on the beach and swimming in the ocean. The large parking area adjacent to the beach is full of cars. ✓ There are also many buildings that look like hotels or holiday apartment, right along the beachfront. ✓ (2)
- 1.4.4 The foreground, (including the beachfront) area is fairly flat, allowing for high-rise buildings and sports fields. ✓ In the distance, the area is hillier, and this land is used for residential housing. ✓ (2)
- [8]**
[25]

QUESTION 2: CLIMATE REGIONS

2.1 General Climatic Concepts

- 2.1.1 Weather refers to the daily atmospheric conditions at a particular place, e.g. sunny, rainy, cloudy. ✓✓ Climate refers to the average or long-term general weather patterns, of a region e.g. mild, wet, cool. ✓✓ (4)
- 2.1.2 Wind, temperature, humidity, cloud cover, sunshine, precipitation, air pressure. (Any three) ✓✓✓ (3)
- 2.1.3 a) The further a place is from the Equator, the lower the average temperatures will be, i.e. places close to the Equator will be warmer than places close to the Poles. ✓✓ (2)
- b) Altitude has an effect on temperatures. ✓ As altitude increases, air temperatures decrease, (since the air is less dense and heat transfer is more difficult). ✓ So although Mt Kilimanjaro is at the Equator, its elevation (altitude) at almost 6 000 m makes the temperatures here cold enough for snow not to melt. ✓ (3)

[12]

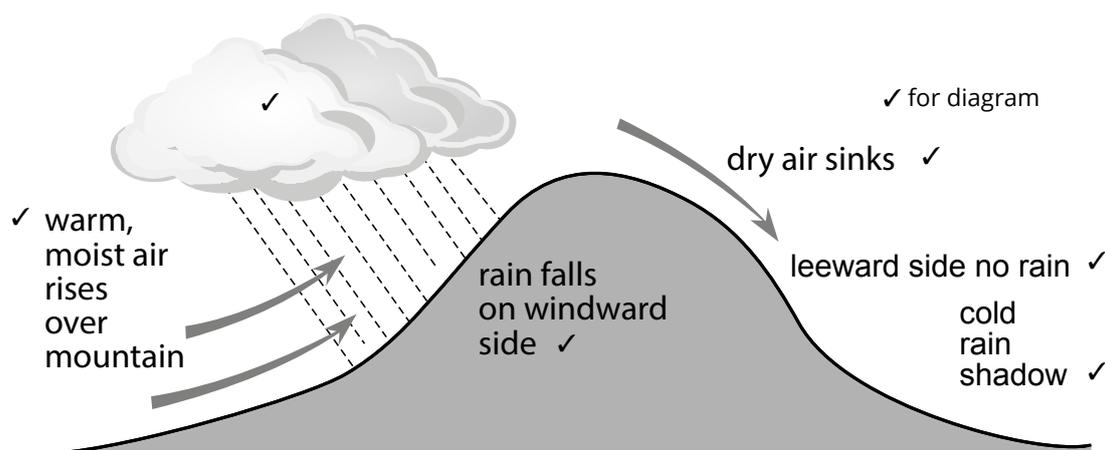
2.2 South African climate

- 2.2.1 'Temperature range' is the difference in value between the highest and lowest temperatures. ✓ (1)
- 2.2.2 The temperature range for Kimberley is 33°C minus -4°C= 37°C ✓✓ (2)
- 2.2.3 Kimberley has the greatest temperature range, because it is far inland. ✓ The ocean

has a moderating effect on places at the coast ✓, while places far from the coast have greater extremes of temperature ✓, both between day and night, and between summer and winter. ✓ (Clouds and moisture in the air help to retain heat, so places inland are drier, and have less water vapour to retain heat) (4)

2.2.4 Ocean current affect the temperatures of coastal places. ✓ Durban has the warm Agulhas current flowing alongside ✓, which brings warm water southwards from the Equator. A cold current, the Benguela current ✓, flows northwards along the west coast, lowering the temperatures at Port Nolloth. ✓ (4)

2.2.5 Diagram of how mountain affect rainfall. (7)



[18]

2.3 Case Study: Cape Town

2.3.1 The highest temperatures for Cape Town occur at the beginning and end of the year, ✓ which is the time when the southern Hemisphere has summer. (Summer solstice is in December) ✓ (2)

2.3.2 Maximum average temperature is about 20°C, ✓ and the average minimum average temperature is 13°C in Cape Town. ✓ (Note: these are monthly averages, based on both daytime and nighttime temperatures). (2)

2.3.3 Cape Town receive most of its rain in winter: The bar graphs show highest figures in the middle of the year, e.g. 112 mm in June, ✓ and 103 mm in July. ✓ (2)

2.3.4 Cape Town can be described as having a Mediterranean Climate:

- Annual rainfall is about 600 mm ✓
- Winter rainfall ✓
- Hot, dry summers. ✓ (3)

2.3.5 Subtropical, (e.g. KwaZulu-Natal) ✓ Semi-desert, (e.g. Northern Cape) ✓ Desert, (e.g. West Coast) ✓ Temperate (e.g. Knysna area) ✓ (2)

[11]

2.4.1 High temperatures, ✓ dry vegetation that catches ablaze quickly, ✓ low humidity, ✓ low water in dams (dry summers), ✓ strong summer winds. ✓ (3)

2.4.2 Satellite photos can determine current wind direction, and possible changes in wind speed and direction. ✓ These can be used to issue warnings, to evacuate people timeously, or to create firebreaks to stop the fire in its path. ✓ Drones can reach

areas too hot for people or vehicles, to drop first-aid supplies, food, ✓ etc. and helicopters can ferry water from the nearest water storage facilities to ‘water bomb’ the fires. ✓ Computer modelling can predict areas most at risk. ✓ Television and radios, including cell phones, can be used to keep the public informed. ✓ (6)

[9]

[50]

Total: [75]

Exemplar Assessment

Total: 75

History Term 4 Controlled Test

MEMORANDUM

Section A: Source based questions

- 1.1.1 In an effort to unite the nation. ✓✓ (1×2) (2)
- 1.1.2 It represents the very essence of Ashanti unity ✓✓ (1×2) (2)
- 1.1.3 The author refers to it as a legend because this is a story that has important cultural value to the Ashanti people ✓✓ It is a legend because even though not everything in the story can be true it is still valuable ✓✓ ANY OTHER RELEVANT RESPONSE ✓✓ (2×2) (4)
- 1.2.1 Britain/England ✓✓ (1×2) (2)
- 1.2.2 Colonisation means one country taking complete political and economic control of another country. ✓✓ ANY OTHER RELEVANT RESPONSE (1×2) (2)
- 1.2.3 England had defeated the Ashanti in the war. ✓✓ The Queen of England was meant to be the new ruler of the Ashanti people. ✓✓ ANY OTHER RELEVANT RESPONSE ✓✓ (2×2) (4)
- 1.2.4 The Ashanti people did not recognise Hodgson or the Queen of England as their rulers. ✓✓ The Ashanti people did not want to give their sacred symbol to people from another country. ✓✓ ANY OTHER RELEVANT RESPONSE ✓✓ (2×2) (4)
- 1.3.1 Yaa Asantewaa ✓ (1×1) (1)
- 1.3.2 She was the queen mother, which meant she was the king’s mother. ✓✓ She organised the Ashanti people to fight back against the British and not give up. ✓✓ ANY OTHER RELEVANT RESPONSE ✓✓ (2×2) (4)
- 1.3.3 The source would be useful because it is a primary source and photograph of an important person from the Ashanti Kingdom. ✓✓ ANY OTHER RELEVANT RESPONSE ✓✓ (1×2) (2)

[27]

1.4 Levels and descriptions:

Level	Level Descriptors
1 (0-2)	<p>Uses evidence in elementary manner: Shows little to know understanding of why was the war for control of the Ashanti Kingdom called the “War of the Golden Stool”.</p> <p>Uses evidence to only partially write a paragraph on the topic or answers the question only to a minor extent.</p>
2 (3-5)	<p>Evidence used is mostly relevant and relates to a great extent to the topic, e.g. shows a basic understanding of why was the war for control of the Ashanti Kingdom called the “War of the Golden Stool”.</p> <p>Uses evidence in a basic manner to write a paragraph.</p>
3 (6-8)	<p>Uses relevant evidence, e.g. demonstrates a thorough understanding of why was the war for control of the Ashanti Kingdom called the “War of the Golden Stool”.</p> <p>Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</p>

(8)
[35]

- 2.1.1 Propaganda is the misuse of information or spread of false information to promote a particular viewpoint. ✓✓ ANY OTHER RELEVANT RESPONSE ✓✓ (1×2) (2)
- 2.1.2 Children of their own at home ✓ Little brothers or little sisters ✓ (2×1) (2)
- 2.1.3 The author wants to make those who are reading it angry enough to be able to kill German soldiers ✓✓ The author wants to make people believe that the German soldiers were evil and are monsters. ✓✓ ANY OTHER RELEVANT RESPONSE ✓✓ (2×2) (4)
- 2.2.1 The German Kaiser Wilhelm II ✓✓ (1×2) (2)
- 2.2.2 The cartoonist wanted to show him trying to take over the world. ✓✓ The cartoonist wants to make him look like he is evil and crazy ✓✓ ANY OTHER RELEVANT RESPONSE ✓✓ (2×2) (4)
- 2.3.1 The message is saying that the Germans and their Kaiser are evil and are friends with the devil. ✓✓ The Germans attacks at Lusitania would make the devil proud which makes them evil. ✓✓ ANY OTHER RELEVANT RESPONSE ✓✓ (2×2) (4)
- 2.3.2 **RELIABLE:** The source is reliable as it is actual propaganda used during the War. ✓✓ ANY OTHER RELEVANT RESPONSE ✓✓
NOT RELIABLE: The source is not reliable as there is no clear information about when, where or who published it. ✓✓ ANY OTHER RELEVANT RESPONSE ✓✓(1×2) (2)

[20]

Section B: Essay questions

The following may be used as a content summary for the essay:

Introduction: Suitable response to question to establish an argument. Learners need to either agree or disagree and then stick to that argument throughout the essay. The introduction should cover the following ideas:

What: The difference between long- and short-term causes.

Where: Europe with parts of Africa and Asia affected

When: 1914 - 1918.

Who: The Allies and The Central Powers

Long Term Causes: Nationalism and Industrial Economies

Rise of Nationalism – supreme pride in your country

Rapid increase in industrial power. England was falling behind as the most powerful and rich country in Europe.

Long Term Causes: Control of the Seas and Colonisation

Two strongest navy rivals were England and Germany.

Germany wanted to build a stronger navy so England created the dreadnaught. Led to an arms race to control the seas. Germany and England also competed to control the most colonies, which would make them the most powerful countries in the world.

Short Term Causes Archduke Assassinated:

28 June 1914 Gavrilo Princip kills Archduke Franz Ferdinand in Sarajevo. This leads to different countries each declaring war on each other because of old treaties.

Conclusion: This should be a summary of the argument presented and not a summary of the story and content. [20]

[75]

Use the rubric on page 33-34 to evaluate.

Exemplar Assessment

Total: [75]

Geography Term 4 Controlled Test

MEMORANDUM

Section A: Source based questions

- 1.1 A-1 ✓; B-7 ✓; C-2 ✓; D-10 ✓; E-9 ✓; F-4 ✓; G-3 ✓; H-11 ✓ (8)
- 1.2.1 Evidence of crops being grown, small homesteads plots of land being used; lack of high-rise buildings for commerce or retail, lack of major roads, factories. ✓✓✓ (3)
- 1.2.2 Lack of clean drinking water (not piped into their dwellings), no flushing toilets, erratic or no electricity supply, poor public transport services; lack of services such as rubbish removal, long distances to shops, schools, and clinics, no street lights, poor cell phone/ internet signal. ✓✓✓ (3)

- 1.2.3 Must be expressed as urban attractions, NOT rural push factors.
 Variety of educational institutions, job opportunities, better access to healthcare, better municipal services e.g. electricity, better social life (more people to meet), independence. (Any three) ✓✓✓ (3)
- 1.2.4 Suggestions:
 Electricity to free up households from having to collect firewood for heating and cooking, ✓
 Internet connections to allow for access to knowledge (internet) ✓
 Clinics; family -planning, better health care to lead more productive lives ✓
 Community hall for games, educational talks, community building, craft-demonstrations etc. ✓
 Public buses to help people to get to and from shop, clinics; better roads ✓
 Clean water piped into homes, to save time spent on fetching and boiling water. ✓
 Any other reasonable suggestion, well-justified. (6)
- [15]**
- 1.3.1 Ten homelands / Bantustans ✓✓ (2)
- 1.3.2 Difficult to control borders; difficult to build roads and rail routes across the difference sectors of the region; difficult to manage other infrastructure such as electricity and water provision across so many different pieces of land. ✓✓ (Any other reasonable ideas.) (2)
- 1.3.2 The homelands are mostly in the eastern half of the country. Linked to mineral deposits (gold mines, iron ore industries, etc.) and high rainfall areas. Also situated near to the major cities. The homelands form a horseshoe shape around the central interior. ✓✓✓ (3)
- 1.3.3 The homelands were close enough to the cities to be within seasonal on monthly commuter distance for people living in the homelands. Most people travelled and stayed in dormitories or hostels in the cities, and travelled back to the rural areas when they were given leave. The migrant workers provided a workforce for the cities, while spending money in the white-owned businesses and shops, thus boosting the economy of the cities. ✓✓✓ (Any other reasonable answer.) (3)
- [10]**
- 1.4.1 a) Those who live in flats or townhouses: 16,9% ✓✓ (2)
 b) Those living in informal settlements, backyard shacks or informal shacks: 18,8% ✓✓ (2)
- 1.4.2 a) Johannesburg, 19.1%; Ekurhuleni 18.4%; Tshwane 16.4% (must be in correct order) ✓✓✓✓✓ (6)
 b) Infromal housing is quick to erect; it is cheap, it is not subject to building codes and laws; it can be erected on a small piece of land close to work, or to a transport route e.g., a main road, or to a water source like a river. Shacks can be built in the backyard of someone else’s property, so one is not required to purchase land oneself, and possibly may not even have to

- pay rent. No rates and taxes are paid. This makes informal housing ideal for those who cannot afford formal housing. ✓✓✓ (3)
- 1.4.3 Street lights (for safety), stormwater drains, proper roads, rubbish removal, public transport, schools, clinics etc, waterborne sewerage. ✓✓ (2)
- 1.4.4 Overcrowded homes, little open space, no public ablutions, (or shared communal taps) no nearby shops to purchase sanitiser, soap, etc. Crowded public transport (e.g. taxis), that spread the virus more easily. ✓✓ (2)
- [17]**
- 2.1.1 Durban, Richards Bay ✓✓ (2)
- 2.1.2 Many harbours around the country provide job opportunities for people in the different areas, e.g., loading, dock-workers, drivers, officials to process imports and exports. The varying climate means we can export produce from the nearest harbour, keeping it fresh (no long distances to harbours). Transport costs reduced. Industries to process and refine materials mined or grown in various parts of the country help to stimulate all the different regions. ✓✓ (2)
- 2.1.3 Our neighbouring countries rely on us to import and export their goods for them. This generates money through tariffs, (and road tolls) and helps to promote good relations with our neighbours: mutual benefit. ✓✓ (2)
- 2.2.1 State which of the three types of transport shown are cheapest over
- a) short distances: road ✓
 - b) medium distances: rail ✓
 - c) long distances: sea ✓ (3)
- 2.2.2 Goods may first need to be transported over long distances to reach a harbour, plus there are costs involved with packing and loading (e.g. into large containers). Ships also pay docking fees. ✓✓ (2)
- 2.2.3 Air transport ✓ (1)
- 2.2.3 a) sending a crate of books to your cousin in New Zealand: sea travel: books are not perishable, but are heavy, so air transport would be too expensive (price per kg)
- b) Sending fresh flowers to your mother in Malawi for her birthday: by air. Flowers need to arrive fresh, and air transport is the fastest mode of travel. Flowers are also quite light in weight, so costs would not be too high ✓✓✓✓ (4)
- [17]**
- 2.3.1 Limpopo (about 240 people) ✓✓ (2)
- 2.3.2 Limpopo (about 280 people) (2)
- 2.3.3 About 1 400 people (allow some leeway) ✓ (1)
- 2.3.4 Fewer people would have been on the roads, so there should have been fewer road accidents and fewer fatalities. Travel across borders was prohibited, so there would not have been as many long-distance trips, where drivers may have become tired, or been speeding on highways. Most trips were short (to shops or work),

where drivers would have been using suburban roads, at slower speeds. ✓✓✓✓
(Give credit for logic and good reasoning.)

(4)

[9]

[25]

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