

GENERAL EDUCATION & TRAINING PHASE (GET)

SOCIAL SCIENCES

SBA EXEMPLAR BOOKLET

GRADES 7-9



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



FOREWORD



The Department of Basic Education has pleasure in releasing a subject exemplar booklet for School Based Assessment (SBA) to assist and guide teachers with the setting and development of standardised SBA tasks and assessment tools. The SBA booklets have been written by teams of subject specialists to assist teachers to adapt teaching and learning methods to improve learner performance and the quality and management of SBA.

The primary purpose of this SBA exemplar booklet is to improve the quality of teaching and assessment (both formal and informal) as well as the learner's process of learning and understanding of the subject content. Assessment of and for learning is an ongoing process that develops from the interaction of teaching, learning and assessment. To improve learner performance, assessment needs to support and drive focused, effective teaching.

School Based Assessment forms an integral part of teaching and learning, its value as a yardstick of effective quality learning and teaching is firmly recognised. Through assessment, the needs of the learner are not only diagnosed for remediation, but it also assists to improve the quality of teaching and learning. The information provided through quality assessment is therefore valuable for teacher planning as part of improving learning outcomes.

Assessment tasks should be designed with care to cover the prescribed content and skills of the subject as well as include the correct range of cognitive demand and levels of difficulty. For fair assessment practice, the teacher must ensure that the learner understands the content and has been exposed to extensive informal assessment opportunities before doing a formal assessment activity.

The exemplar tasks contained in this booklet, developed to the best standard in the subject, is aimed to illustrate best practices in terms of setting formal and informal assessment. Teachers are encouraged to use the exemplar tasks as models to set their own formal and informal assessment activities.



MR HM MWELI

DIRECTOR-GENERAL

DATE: 13/09/2017

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1. Introduction

Assessment is a continuous planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings and using this information to understand and thereby assist the learner's development in order to improve the process of learning and teaching. School-based assessment (SBA) is conducted by the teacher at the school level.

SBA may take place at different points of the learning process, as described through Section 4 in the Curriculum and Assessment Policy Statement (CAPS) and the assessment results are recorded and count towards a learner's final promotion mark.

However, assessment should always contribute to a learner's learning and progress. SBA, therefore, also provides information on a learner's attainment of knowledge, understanding and skills and is used to contribute to individual learning by reinforcing and complementing that learning.

2. Aims and objectives

- Provide exemplars of formal assessment tasks to capacitate teachers in the setting of their own SBA tasks.
- Deepen understanding of the cognitive demand of a task.

3. Formal Assessment Tasks Exemplars

Assessment in Social Sciences must be source-driven. Teachers are advised to use a variety of sources such as pictures, maps, cartoons, texts, case studies, graphs, etc. when developing assessment activities. All sources must be clearly labelled, contextualised and referenced.

The sources and questions in this booklet can be used for tests, examinations and projects and they include marking guidelines (memoranda). Teachers are encouraged to use the exemplars to guide them when developing their own SBA tasks. The questions and sources may be adapted to suit the learners' contexts. The time allocation (duration) indicated in some exemplars like tests is meant to guide teachers, time can be adjusted to suit both the school and learners' contexts. The principle of Inclusion should be applied when developing assessment activities.

4. **Mark allocation**

The minimum marks for Formal Assessment Tasks per Discipline (Geography and History) including June examinations in Grades 7-9 are as follows:

Grade 7 – 50 marks

Grade 8 – 50 marks

Grade 9 – 50 marks

Teachers are advised to comply with the minimum mark allocations or to exceed them. It is important for teachers to be mindful of time allocation when administering tests. Learners should be given adequate time to complete the assessment tasks.

SOCIAL SCIENCES: GEOGRAPHY
SKETCH MAP OF MY LOCAL AREA
TERM 1 PROJECT
GRADE 7

What is a Project?

A project is a planned task given to learners to apply knowledge gained in class. Projects are practical, comprehensive and open-ended and are done over a period of time. They allow learners to apply skills, knowledge and strategies, thus developing competencies essential for future learning. Projects make the content more concrete for learners, in that way, the curriculum is enhanced and strengthened. Projects may involve investigation and / or design and the end product can be models, reports, essays, design posters and presentations.

In Social Sciences learners are required to complete ONE project in either History or Geography in a grade in a given year. Grade 7 learners do a Geography project in the first term. Projects should be started towards the beginning of the term and learners should be guided on what is expected of them (provide learners with a rubric) before they start with the project. The educator can break up the project into sections for easy monitoring.

GEOGRAPHY

Grade 7 Project

Date of submission:

Marks: 50

A sketch map of your local area

Instructions:

1. Use **A3 paper or glue two A4 papers** on a chart. Draw a map framework measuring 25cm X 25cm on your A3 paper, before measuring the map framework leave 7cm from the top of your A3 paper to write your name, grade and map title.
2. Your local area should be between **1km² and 3 km²** depending on the area you live in. If you live in a rural area, your sketch map will cover a larger area because there are few houses and roads. If you live in urban areas, your sketch map may cover a small area because of a higher population density and developed infrastructure such as roads and other man made or natural features.
3. Walk around your local area to **gather information** of the area you want to sketch. Make a list of all features that need to be on your sketch. Draw **symbols** for the features and a **key/ legend** that explain each symbol. Your sketch should show an **aerial view** – remember maps show objects from above.
4. On your **map framework** mark and draw the accurate position of the following:
 - a. **All features**; natural feature like rivers, dams, mountains, hills , etc man-made features like roads, bridges, footpaths, railway lines, buildings, etc.
 - b. **Different land use and vegetation**; land use in rural areas like grazing land (pastures), crop farming, forestry, orchards, open spaces, etc. Land use in urban areas like shopping area, residential, industrial, recreational, transport , services (health, education, etc)
 - c. Use different colouring and shading to make your map interesting
5. On the **bottom margin** of the map framework, include the following:
 - a. **Orientate your sketch map to show where North is** – mark where north is or draw four main compass points on your sketch map. Note: The sun rises in the east and sets in the west, at noon (12h00) the sun is in north and south is on the shadow. Identify all features that are on the north in your sketch map
 - b. Show both **word and line scale**. Use paces (steps) to measure distance. Mark one metre on the ground or put a metre stick, walk two steps in that one metre mark. Practise that pacing of two steps equals to one metre until you master it. 100 steps you walk equals to 50 metres, 200 steps equals to 100 metres, etc. Now you can be able to give the scale of your map e.g. word scale - 1 cm on the map represents 50m on the ground and draw a line scale
 - c. Show the **map key** that explains each symbol on your sketch map.

Starting **point**: First sketch your home or (boarding school) and mark it with the letter **X**. Sketch the transport networks such as main roads, footpaths and/ or railway lines.

Note: You can make a few sketches for practice (trial and error) and submit them to the teacher for guidance. The final sketch must have a scale and direction.

Marking of the sketch map

Name of the Learner _____ Grade 7 _____

NO.	CRITERIA	MARKS ALLOCATION	LEARNER MARKS
1.	Map title	2	
2.	Map framework and measurements	4	
3.	Details of natural and man-made features (landmarks)	10	
4.	Observation of land use and type of vegetation	10	
5.	Use of symbols on the map	6	
6.	Map key	4	
7.	Accurate showing of north or four main compass points	4	
8.	Accurate word and line scale for the sketch map	6	
9.	Neatness and accurate presentation of your local map	4	
	TOTAL	50	

SOCIAL SCIENCES: GEOGRAPHY
GEADE 7
NOVEMBER EXAMINATION

SOCIAL SCIENCES

GRADE 7

DURATION: 1 HOUR

MARKS: 50

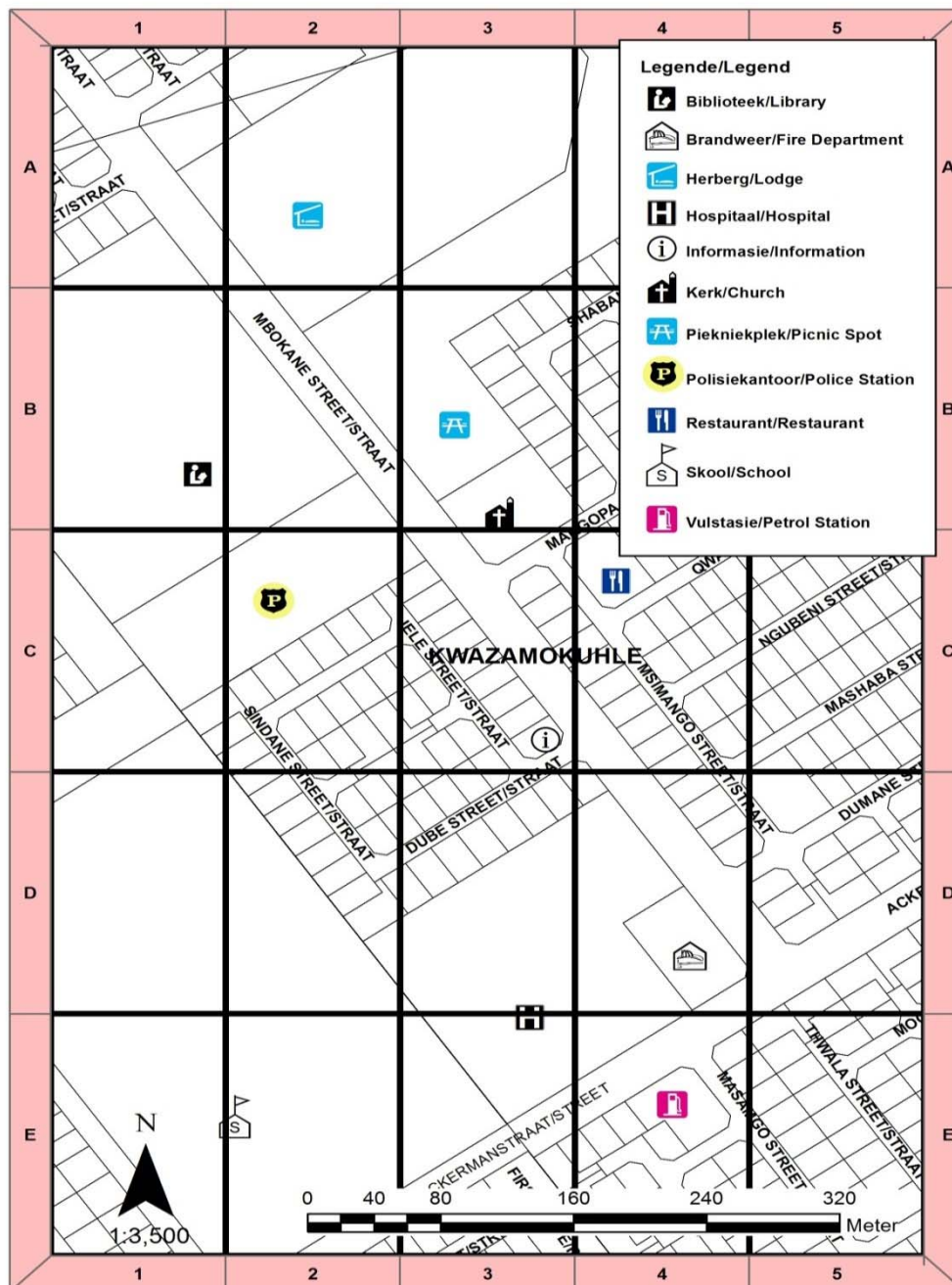
INSTRUCTIONS:

1. This question paper comprises **THREE** compulsory questions.
2. Number your questions correctly according to the numbering system used in the question paper.
3. Study all the sources and texts supplied because they contain guidelines which could assist you in answering the questions.
4. Take note of the mark allocation for each question, that will guide you on how to answer the question.
5. Write neatly and legibly.
6. Leave a line open after each answer.
7. This question paper consists of **7** pages including the cover page.

QUESTION 1

1.1 Use **THE STREET MAP** of KWAZAMOKUHLE (Source A) to answer the questions that follow:

SOURCE A: STREET MAP OF KWAZAMOKUHLE



1.1.1 What is the scale of the map? Give your answer in a word scale.

(1x2=2)

1.1.2 Give the **GRID REFERENCES** for the following :

- A. Police Station (1x2=2)
- B. Fire department (1x2=2)
- C. Lodge (1x2=2)
- D. School (1x2=2)
- E. Petrol Station (1x2=2)

1.1.3 Provide the **COMPASS DIRECTION** from the **INFORMATION CENTRE** to the following:

- A. Restaurant (1)
- B. Church (1)
- C. Hospital (1)

1.1.4 Calculate the straight line actual distance between the lodge and the picnic spot. Calculate the distance in **METERS** using the **LINE SCALE**. (3x1=3)

1.1.5 Identify **THREE** man-made features that are usually found on this map. (3x1=3)

1.1.6 Complete the table below by listing two differences between large and small scale maps.

Large Scale Maps	Small Scale Maps
1.	1.
2.	2.

(2x2=4)

(25)

SECTION B

QUESTION 2

2.1 Use **CASE STUDY (Source B)**, and your own knowledge to answer the following questions:

THE CASE STUDY (Source B) is a description of the earthquake that struck Nepal on 25 April 2015.

Source B

NEPAL EARTHQUAKE

The 2015 Nepal earthquake (also known as the Gorkha earthquake) took place on 25 April 2015. Its starting time was 11:56 with a magnitude of 7.8 Megawatt. The depth of the earthquake was 15,0km. Areas affected by the Gorkha earthquake were India, China, Bangladesh, Bhutan and Pakistan. Its epicentre was the village Barpak in the Gorkha district. Officially 8010 people were reported dead and 18,946 injured. It was the worst natural disaster to strike Nepal since 1934 (Bihar earthquake). During the earthquake, a lot of historic buildings were destroyed, people were missing, some were left homeless and thousands were killed.

The earthquake triggered an avalanche on Mount Everest, killing at least 19 people, making it the deadliest day on the mountain in history. It triggered another huge avalanche in the Lang Tang Valley, where 250 people were reported missing. Hundreds of thousands of people remained homeless with entire villages flattened in many districts of the country.

Experts warned for decades that Nepal was vulnerable to a deadly **earthquake**, particularly because of its geology, urbanisation and architecture of the country. Continued aftershocks occurred throughout Nepal with 15-20 minutes intervals, with aftershocks reaching a magnitude of 6.7 on 26 April at 12:54:08NST (National Standard Time). The country also had an increase of landslides.

A major aftershock occurred on 12 May 2015 at 21:51 NST with a magnitude of 7.3 megawatt. The **epicentre** was near the Chinese border between the capital of Kathmanda and Mt Everest. More than 200 people were killed and more than 2500 were injured by this aftershock. According to the USGS (United States Geological Survey) the tremble was caused by a sudden thrust, or release of built up stress, along the major **fault line** thrusting underneath the Eurasian Plate.

Adapted from: www.En.wikipedia.org/wiki/April/

- 2.1.1 Name **ONE** country that was affected by the Gorkha earthquake. (1x1=1)
- 2.1.2 Define the following concepts:
- a. Earthquake. (1x1=1)
 - b. Fault line. (1x1=1)
- 2.1.3 What was the main cause of the earthquake in Nepal according to the **CASE STUDY**? (1x2=2)

- 2.1.4 Write a paragraph of 5 to 10 lines to answer the following question:
 “What can be done in future to reduce (make smaller) the number of deaths caused by earthquakes like the one in Nepal?”

(5)
(10)

QUESTION 3

3.1 Use the **TABLE** and your own knowledge to answer the questions that follow:

COUNTRY	BIRTH RATE	DEATH RATE	POPULATION GROWTH RATE
Ghana	28	9	19
Mozambique	40	13	
South Africa	19	17	2
Brazil	18	6	12
France	12	9	3
Japan	7	9	-2 (MINUS 2)

Adapted from: *Platinum Grade 7*

- 3.1.1 Identify the country with the **highest** death rate? (1x1=1)
- 3.1.2 Which country has the **lowest** population growth rate? (1x1=1)
- 3.1.3 Calculate the population growth rate for Mozambique? (1x1=1)
- 3.1.4 Name **ONE** reason for the high birth rate in Africa? (1x2=2)

(5)

3.2 Use the **CASE STUDY** and your own knowledge to answer the questions that follow:

CAPE TOWN'S WATER SUPPLY TAKING STRAIN

The Department of Water Affairs has warned that the rapidly growing population of Cape Town and other towns are putting strain on the Western Cape's water supplies. The Department noted that at present it can provide about 556 million cubic meters of water a year. Already in 2010, 511 million cubic metres were used: 32% for irrigation and the rest in towns and cities for domestic and industrial purposes. The department called on Cape Town residents to use water more carefully, saying: “Without the support of residents, the city of Cape Town will not have enough water for its needs in few years' time”

Source: Adapted from: www.news24.com/South Africa/News/Western-Cape-water-supply-takesstrain-20110613

- 3.2.1 Define the following concepts:
- a. Conservation. (1x2=2)
 - b. Ecotourism. (1x2=2)
- 3.2.2 What percentage of water was used for domestic and industrial purposes in 2010? (1x1=1)

3.2.3 Name **ONE** cause that could lead to a future water shortage in the Western Cape. (1x2=2)

3.2.4 Give **TWO** main uses of water in the Western Cape according to the **CASE STUDY?** (2x1=2)

3.2.5 Suggest how the residents in Cape Town can support the call to use water more carefully? (1x1=1)

(10)

GRAND TOTAL 50

SOCIAL SCIENCES: GEOGRAPHY

MARKING GUIDELINES

GRADE 7

SECTION A

QUESTION 1

1.1

1.1.1 One centimetre on the map represents 40 metres in reality. ✓ ✓

- 1.1.2 A C2 ✓ ✓
B D4 ✓ ✓
C A2 ✓ ✓
D E2 ✓ ✓
E1 and/or E4 ✓ ✓

1.1.3 A North North East ✓ ✓

B North **OR** North North West ✓ ✓

C South ✓ ✓

1.1.4. Map Distance = 3,5cm ✓

Actual Distance = 160m ✓ ✓

1.1.5

- a. Hospital ✓
b. Filling Station ✓
c. Library ✓
d. Restaurant ✓
e. Church ✓
f. School ✓
g. Information Centre ✓
h. Police Station ✓
i. Fire Department ✓ **(ANY THREE)**

1.1.6.

Large Scale Maps	Small Scale Maps
1. Cover a smaller area ✓	1. Cover a larger area ✓
2. Has more detail ✓	2. Has less detail ✓

(25)

SECTION B

QUESTION 2

2.1.1 Nepal✓/India✓/ Pakistan✓ /China✓/ Bangladesh✓, Bhutan. ✓ **(ANY ONE)**

2.1.2

a. It is the sudden movement in the earth's crust. ✓ **(Any other relevant answer)**

b. It is a weakness or crack in the earth's crust where tectonic plates meet. ✓

2.1.3 The sudden thrust or release of built up stress, along the major fault line thrusting underneath the Eurasian plate. ✓✓ **(Also take as correct:** It was because of the geology, urbanisation and architecture of the country)

2.1.4 People should avoid settling in the earthquake zone. ✓ Homes in Earthquake areas should be made of wood because most people are killed due to buildings that collapse. ✓ Earthquake drills should be practised on a regular basis. ✓ People should immediately move out of buildings when an earthquake strikes. ✓ Nuclear power stations must be built on a special foundation with sliding joints to prevent damage. ✓ A good communication system should be put up in areas that are prone to earthquakes. ✓The infrastructure must be upgraded so that people can have enough support in times when earthquakes strike. ✓ Roads, buildings and sewage systems should be built so that they can withstand strong earthquakes. ✓Scientist should monitor active earthquake areas 24 hours and send out warnings to people. ✓

(ANY FIVE. Any other relevant answer)

(5)

QUESTION 3

3.1.1 South Africa ✓

3.1.2 Japan✓

3.1.3 27✓

3.1.4 Lack of education✓ Poverty✓ **(ANY ONE Any other relevant answer)**

3.2

3.2.1

a. It is the protection and management of the natural environment. ✓✓

b. It is tourism that is based on the natural resources of an area✓ **OR**

Travel to places where flora, fauna, and cultural heritage is the
primary attraction. ✓ **(Any other relevant answer)**

3.2.2 68% ✓

3.2.3 An increase in population, industry or farming ✓ ✓

3.2.4

a. Irrigation ✓

b. Domestic use ✓

c. Industrial use✓ **(Any TWO)**

3.2.5 Use less water✓ / use watering cans for watering gardens✓ / collect
rain water in tanks✓ **(Any ONE. Any other relevant answer)**

(15)

(25)

GRAND TOTAL 50

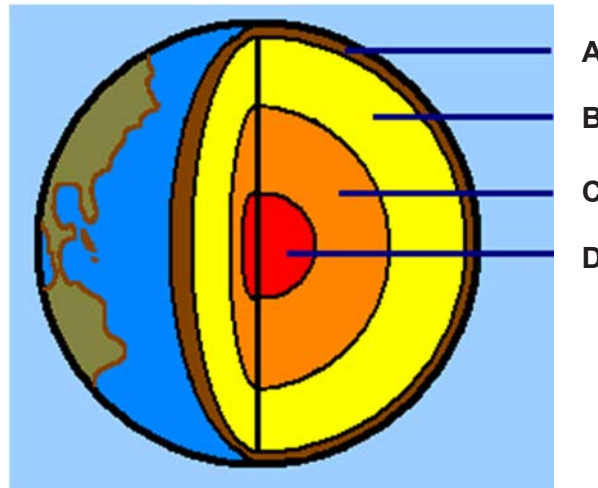
Grade 7 Geography Test

Marks: 55

Time: 60 minutes

Question 1

1. Label the diagram below.



1x4 = (4)

2. Name the layer with the hottest temperature. (1)

Write the letter of the correct answer for questions 3 to 17.

3. An earthquake is...
- A. when heavy rains come, a river overflows or snow melts too fast
 - B. a movement or shaking of the ground because of the shifting of the plates
 - C. an uncontrolled fire
 - D. heavy rains and strong winds.
4. Which phrase below would best describe the plate movements that cause an earthquake?
- A. Friction between two sliding plates, releasing energy
 - B. Smooth sliding between two plates, gradual movement
 - C. Smooth pulling apart of two plates, a gradual movement
 - D. Friction being released as two plates move apart.
5. Which region of the earth has the most frequent earthquakes?
- A. Antarctic region
 - B. Arctic region
 - C. Atlantic region
 - D. Pacific region

6. Where do most earthquakes occur?
 - A. Along dikes
 - B. Along faults
 - C. Along folds
 - D. Along joints
7. The point of origin of an earthquake is called the...
 - A. epicenter
 - B. focus
 - C. scarp
 - D. sismograph
8. The point nearest the earth surface where an earthquake occurs is called...
 - A. epicenter
 - B. focus
 - C. scarp
 - D. seismograph
9. An instrument used to study earthquakes is called a...
 - A. seismograph
 - B. richter scale
 - C. thermometre
 - D. barometre
10. Which of the following is NOT associated with earthquakes destruction?
 - A. Fires
 - B. High winds
 - C. Trembling earth
 - D. Tsunamis
11. The Pacific Ring of Fire is an earthquake zone that forms a ring around...
 - A. the Atlantic ocean
 - B. South America
 - C. the Pacific ocean
 - D. North America
12. Most earthquake related deaths and injuries result from...
 - A. tsunamis
 - B. damage to buildings or other structures
 - C. fires
 - D. high winds

13. Geologists cannot yet predict earthquakes because...
- A. they have too much data
 - B. they cannot be sure where and when stress will be released along a fault
 - C. they need to know where all past earthquakes occurred
 - D. there are too many faults to monitor.
14. Long term earthquake predictions are best at predicting...
- A. where an earthquake is likely to occur
 - B. how much damage the next earthquake will cause
 - C. when the next earthquake will occur
 - D. how long the next earthquake will last.
15. Which of the following can trigger a tsunami?
- A. Undersea earthquakes
 - B. Undersea landslides
 - C. The eruption of an oceanic volcano
 - D. All of the above
16. The amount of energy released by an earthquake is measured by its...
- A. speed
 - B. magnitude
 - C. focus
 - D. intensity.
17. Which of the following can be triggered by an earthquake?
- A. Tsunami
 - B. A landslide
 - C. Intense ground shaking
 - D. All of the above

1x15 = [15]

Question 2

Read **SOURCE A**, a case study of the Haitian earthquake and **SOURCE B** a picture showing damages caused by the earthquake.

A 7.0 magnitude earthquake hit Haiti on 12 January 2010. By 24 January 2010, at least 52 aftershocks measuring 4.5 or greater on the richter scale had been recorded. An estimated three million people were affected by the earthquake with about 600 000 people left homeless. Death toll estimates range from 100 000 to 250 000. Many people were killed as poor quality buildings collapsed.

Communication systems, air, land, and sea transport facilities, hospitals, and electrical networks had been damaged by the earthquake, which hampered rescue and aid efforts; confusion over who was in charge, air traffic congestion, and problems with prioritisation of flights further complicated early relief work.

The government of Haiti estimated that 250 000 residences and 30 000 commercial buildings had collapsed or were severely damaged.

Source: Adapted from www.wikipedia.org/wiki/2010_Haiti_earthquake

SOURCE B: Damage to buildings caused by the earthquake



Source: <http://images.ask.com/>

1. Identify TWO immediate problems caused by the Haitian earthquake. (2)
 2. Suggest TWO long term problems caused by the Haitian earthquake. (4)
 3. Give THREE reasons why some earthquakes cause more deaths than others. (6)
 4. Why is the case study not providing us with the exact number of people who died in the Haitian earthquake? (1)
- [13]**

Question 3

SOURCE C: Case study - Floods

Flooding in South Africa has killed more than 100 people, forced at least 8,400 from their homes and prompted the government to declare 33 disaster areas.

The government said that 88 deaths in the rising toll were in the eastern KwaZulu-Natal province. The Johannesburg area, Limpopo and Mpumalanga provinces have experienced some of their greatest rainfall in 20 years. Flimsy houses in townships, where drainage systems are sometimes poor, are particularly vulnerable to the floods.

Bathabile Dlamini, the Social Development minister, warned that 20,000 people, or about 5,000 families, have been affected in provinces that are running out of money for flood relief.

Source: Adapted from: www.theguardian.com/

SOURCE D: Flooding in Kliptown, Soweto.



Source: www.timeslive.co.za

1. What was the main cause of floods according to Source C? (1)
2. Explain what is meant by 'flimsy houses in townships.' (1)

3. Suggest TWO reasons why people who live in informal settlements are worst affected by floods? (4)
 4. Suggest THREE measures that can be done to lessen the effects of floods in informal settlements. (6)
 5. Use the information in the SOURCES C and D to write a paragraph of 5 – 6 sentences that describe the consequences a flood has on the lives of the people. Your paragraph will be assessed according to the rubric below. (5)
- [17]**

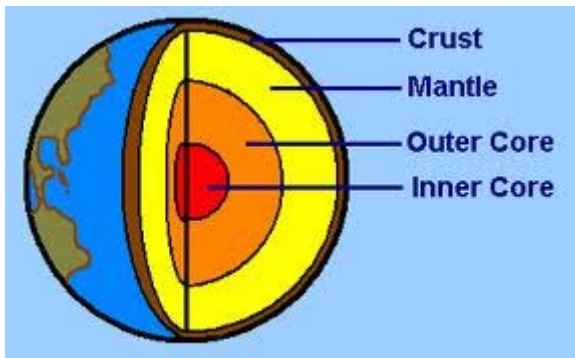
Rubric to assess the paragraph.

LEVELS	ASSESSMENT CRITERIA	MARKS
Level 1	<ul style="list-style-type: none"> • Cannot extract evidence or extract evidence from the sources in a very exemplary manner. • Use evidence partially to report on topic or cannot report on topic. 	Marks: 0-1
Level 2	<ul style="list-style-type: none"> • Extracts evidence from the sources that is mostly relevant and relates to a great extent to the topic. • Use evidence from sources in a very basic manner. 	Marks: 2-3
Level 3	<ul style="list-style-type: none"> • Extract relevant evidence from the sources. • Extracted evidence - relates well to the topic. • Use evidence from the sources very effectively in an organized paragraph that shows an understanding of the topic. 	Marks: 4-5

[5]

MARKING GUIDELINES

1. Diagram labelling



A ✓

B ✓

C ✓

D ✓

2. The inner core ✓

Multiple-choice questions

3. B ✓

4. A ✓

5. D ✓

6. B ✓

7. B ✓

8. A ✓

9. A ✓

10. B ✓

11. C ✓

12. B ✓

13. B ✓

14. A ✓

15. D ✓

16. B ✓

17. D ✓

Question 2 – Source-based questions on Haitian earthquake

1. TWO immediate problems caused by the Haitian earthquake:

- Buildings collapsed ✓
 - People were killed ✓
 - People were injured ✓
 - People lost their homes ✓
- [Any TWO answers to this effect]

2. TWO long term problems caused by the Haitian earthquake:

- Homelessness ✓✓
 - Rebuilding the infrastructure ✓✓
 - Disruption of economic activities ✓✓
- [Any TWO answers to this effect]**

3. THREE reasons why some earthquakes cause more deaths than others:

- Severity/ strength of the earthquake ✓✓
- More deaths and injuries if the earthquake occurs in a densely populated area ✓✓
- The strength of buildings ✓✓
- Some (developing/ poor) countries such as Haiti have poor emergency services. ✓✓

[Any THREE answers to this effect]

4. The case study cannot provide us with the exact number of people who died because

Some people may still be alive or dead and they had not yet been counted when the article was written. ✓ They could be trapped underneath the rubble. ✓

[Any answer to this effect]

Question 3

Flooding Sources C and D

1. Floods were caused by heavy rainfall. ✓
2. Shacks/ tin houses/ houses in informal settlements. ✓

3. Reasons why informal settlements are worst affected by floods:

- Poor structures of houses/ shacks. OR Poorly built houses. ✓✓
- Poor drainage infrastructure because informal settlements are not properly planned. ✓✓

[Any reasonable answers to this effect]

4. Three things to lessen the effects of floods in informal settlements:

- Provide infrastructure such as drainage pipes to avoid flooding in informal settlements. ✓✓
- Plant trees/ vegetation to hold the soil together and stall the run-off of rain water. ✓✓
- Relocate informal settlements from floodplains ✓✓
- Provide well-built low-cost housing in low income residential/ settlements. ✓✓
- Build low cost houses with gutters and install water tanks that will harvest rain water. ✓✓

[Any reasonable answers to this effect].

5. Paragraph writing, use the rubric to assess the paragraph.

Rubric to assess the paragraph.

LEVELS	ASSESSMENT CRITERIA	MARKS
Level 1	<ul style="list-style-type: none">• Cannot extract evidence or extract evidence from the sources in a very exemplary manner.• Use evidence partially to report on topic or cannot report on topic.	Marks: 0-1
Level 2	<ul style="list-style-type: none">• Extracts evidence from the sources that is mostly relevant and relates to a great extent to the topic.• Use evidence from sources in a very basic manner.	Marks: 2-3
Level 3	<ul style="list-style-type: none">• Extract relevant evidence from the sources.• Extracted evidence - relates well to the topic.• Use evidence from the sources very effectively in an organized paragraph that shows an understanding of the topic.	Marks: 4-5

GRADE 8 GEOGRAPHY TEST

MAPS AND GLOBES

Question 1: Maps and atlases

1.1. Fill in the missing words

1.1.1. Lines of latitude and longitude are measured in (1)

1.1.2. Numbers indicating the lines of latitude and longitude that cross each other at a place are called (1)

1.1.3. Lines of longitude are sometimes called..... (1)

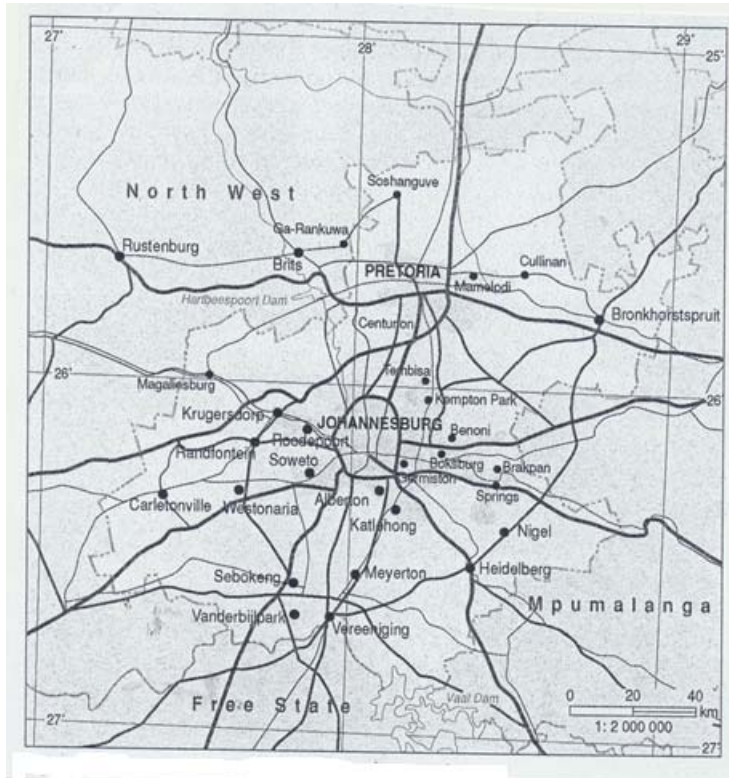
1.1.4. Names of places in the atlas are listed in the (1)

1.1.5. The.....shows the relationship between the map distance and the ground distance. (1)

1.1.6. 'As a crow flies' means (1)
[6]

1.2. Study the map (Source A) below and answer the questions that follow.

Source A shows Gauteng Province and parts of the surrounding provinces



Source B shows a street map of Cape Town



Taken from Platinum Primary School Atlas

- 1.2.1. Refer to Sources A and B. Which one of the two maps above is a large scale map and which is a small scale map. Explain your answer. (4)
- 1.2.2. Give the latitude and longitude coordinates of Randfontein (Source A). (2)
- 1.2.3. Identify the settlement at the following location on Source A:
26°00'S, 28°14'E (2)
- 1.2.4. Use the line scale to calculate the straight line distance between Soshanguve and Boksburg in kilometres (Source A). (3)
- 1.2.5. Study the map (Source A) and identify the sources of water for Gauteng Province. (2)
- [13]

Question 2: The globe

2.1. State whether the following statements are true or false. Write only the answer. True or False

- 2.1.1. The equator divides the earth into the southern and northern hemispheres. (1)
- 2.1.2. One complete rotation on the earth's axis takes 12 hours. (1)

2.1.3. The earth rotates in a clockwise direction on its axis. (1)

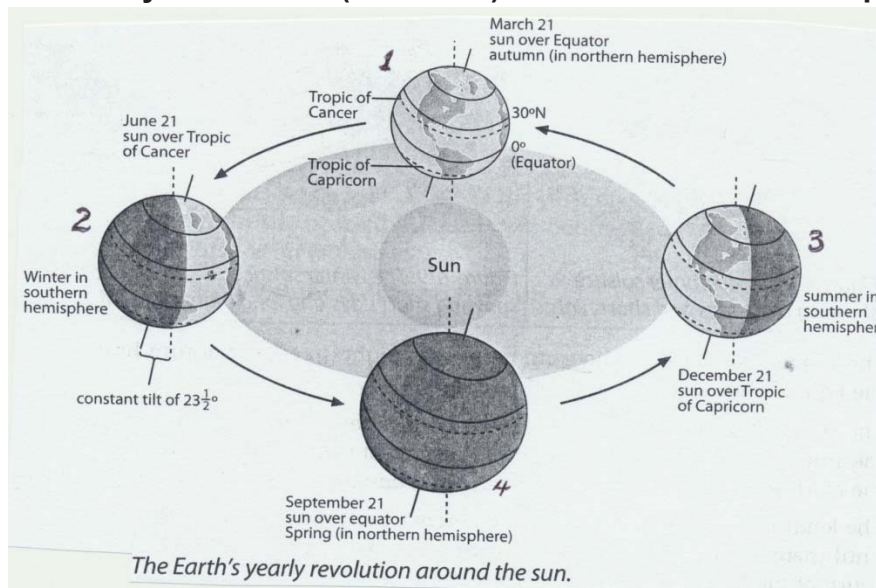
2.1.4. The earth's rotation causes day and night. (1)

2.1.5. The world's time zones change by one hour for every 15° (1)

2.1.6. In the poles there are effectively only two seasons, summer and winter. (1)

[6]

2.2. Study the source (Source C) below and answer the questions that follow:



Source: Hambly A, et.al Spot On Social Sciences Heinemann-Santon 2012

2.2.1. What is the difference between the Earth's rotation and the Earth's Revolution? (2)

2.2.2. Identify the three factors that cause the seasons. (3)

2.2.3. Explain what occurs during a summer solstice. Use the southern hemisphere as an example. (3)

2.2.4. Explain what an equinox is. Provide the dates when it occurs in the southern hemisphere. (3)

2.2.5. Use the earth's revolution around the sun to explain how we come to have a leap year. (3)

2.2.6. Name the three processes that are influenced by the tilt of the earth's axis. (3)

[17]

Question 3: Satellite Images

3.1.1. Explain how satellite images are made? **(2)**

3.1.2. How do satellite images help the meteorologists? **(2)**

3.2. Write a paragraph of about five (5) to six (6) lines to explain how satellite images can be used in the agricultural sector. **(5)**
[9]

MARKING GUIDELINES

1.1.1. Degrees ✓

1.1.2. Coordinates or Grid Reference ✓

1.1.3. Meridians ✓

1.1.4. Index ✓

1.1.5. Map scale ✓

1.1.6. In a straight line ✓

1.2.1. Large scale ✓ - it covers a big area and gives less details ✓ ✓

1.2.2. 26° 14'S, 27° 50'E ✓ ✓

1.2.3. Thembisa ✓ ✓

1.2.4. = Distance on the map X Map Scale ✓

= 4.3cm X 2000 000 ✓

= 8 600 000cm ÷ 100 000 (Divide by 100 000 to convert to km) ✓

= 86km ✓

1.2.5. Hartebeespoort Dam and Vaal Dam ✓ ✓

Question 2

2.1.1. True ✓

2.1.2. False ✓

2.1.3. False ✓

2.1.4 True ✓

2.1.5. True ✓

2.1.6. True ✓

2.2.1. Rotation - The earth rotates on its axis 360° causing day and night. ✓

Revolution - The earth revolves around the sun 360° causing the different seasons.. ✓

2.2.2. - The tilt of the earth's axis away or towards the sun, ✓

- The number of daylight hours. ✓

- The varying angle of the noon sun ✓

2.2.3. The summer solstice takes place on the 21 December. ✓ The sun is directly on the Tropic of Capricorn. ✓ The Southern hemisphere experiences the longest day in summer. ✓

2.2.4. The equinox takes place when the sun is directly on the equator. ✓

The day and night are of the same length. ✓ This happens on 21 September and 21 March. ✓

2.2.5. It takes the earth 365¼ days to revolve around the sun. ✓ After 4 years all these ¼'s equal a day and gives the fourth year 366 days. . ✓ This year with 366 days is called a leap year. ✓

- 2.2.6.** - Changes in the angle of the noon sun at different times of the year, ✓
- varying lengths of day and night at different times of the year. ✓
- the four seasons. ✓

Question 3

3.1.1. Satellite images are pictures put together from information gathered by satellites positioned above the earth in space. ✓ ✓

3.1.2. To forecast likely weather conditions on the ground. ✓ ✓

3.2. Satellite images can detect plant diseases, quality of the soil (including humidity). They detect if plants need more nitrogen fertilizers. They indicate when plants are dry and need irrigation. Predict the size of harvest earlier than harvest time, (any five)

Social Sciences: Geography

Grade 8 Project

Marks: 50

Submission date:

Topic: Investigation of a Settlement known to the learner.

- Describe the settlement and the different types of land use found in it.
- Identify features or landmarks (natural and/or human-made).
- Suggest reasons for the location of the settlement.
- Discuss the decline or growth of the population and suggest reasons for growth or decline.
- Identify and discuss **ONE** social **OR** environmental issue experienced in that settlement.
- Include interviews with community members, drawings, sketches, maps and other appropriate material

INSTRUCTIONS TO LEARNERS:

1. You must investigate a settlement that you are familiar with.
2. Gather as much information about this settlement as possible.
3. Use the headings as a guide on which type of information to gather.
4. You have to interview 2 to 3 community members to gather relevant and additional information.
5. Present your information in the form of a file, book, on a chart or as a PowerPoint Presentation (printed).

STEPS TO GUIDE YOU IN DOING THIS PROJECT:

STEP 1: Select your settlement: choose the settlement (or a part of it) that you live in or are near to. It could be a village, town or city or a section of the town or city, e.g. a suburb. Make sure you choose an area that you can collect information about.

STEP 2: Collect relevant information about the settlement (see project requirements below). You can do this by gathering information in books, internet, asking people relevant questions and collecting information yourself by making observations in the actual settlement.

STEP 3: Sort your information under the required headings. Check that you have enough information for each section. Present your information in a file, book or on a chart or as a PowerPoint Presentation (printed). **DO NOT PLAGIARISE.**

STEP 4: Give the references (sources) of your information (e.g. books, internet sites, people) in a bibliography.

PROJECT REQUIREMENTS:

- (a) **Describe the settlement:** Is it rural or urban?
- Is it large or small?
- Where is it located?
- What does the name mean?
- When and by who was it founded?
- What is the population of the settlement?
- (b) **Land-use:** Use a map and shade different areas with different colours to distinguish land use e.g. CBD, industrial area, different residential areas, shopping centres, services (schools, clinics, hospitals, police, recreation areas etc.)
- (c) **Landmarks:** This can refer to important and historic buildings or areas most people living in the area know.
- Natural:** Rivers, hills, nature reserves etc.
- Human-made:** Important and historic buildings, parks, dams etc.
- (d) **Reasons for location:** **Why was it built where it is?**
- Consider: availability of water/ flat land / fertile soil/ climate and weather/ grazing land / safety/ transport routes/ mining and minerals/ past history/ cultural and economic factors
- (e) **Population:** Discuss the decline or the growth in population experienced in the area and suggest reasons for any change.
- (f) **Social/ Environmental Issues:** **Social Issues:** are there enough houses/ schools/clinics/ libraries/ jobs
- Environmental:** Pollution
- (g) **Include your interview responses from community members or elders in the area.**

PROJECT QUESTIONNAIRE (EXAMPLE)

Good morning! My name isI am a grade 8 learner at School and we are doing a Geography Project in (name of Settlement).

May I please ask you some questions as part of my project research?

1. What is your name and how long have you lived here?
2. Where do you live and in what type of dwelling (house)? How many people live with you?
3. Do you like living here? Please tell me the reasons for your answer.
4. What do you think makes this place special?
5. What form of transport do you use to get around?
6. What are the advantages and disadvantages of the location of this settlement for you?
7. If you work, where and what type of job do you do?
8. Do you receive services like electricity, water, sewage and rubbish removal?
9. Are you satisfied with the clinics, hospitals and schools in your settlement?
10. What changes have you noticed over the past years?
11. What do you think are the biggest problems facing the community living here?
12. Are there any social or environmental issues facing your community that you would like to mention? Please tell me more about these issues.

Thank you for helping me find out more about our settlement.

Name: _____

	CRITERIA	0 - 1	2	3	4 - 5	MARKS
a.	Description of settlement	Does not describe the settlement at all.	Inadequately describes the settlement.	Adequately describes the settlement.	Correctly and comprehensively describes the settlement.	
b.	Land use in settlement	Does not identify and/or list important land-use zones. Does not include a map with adequate detail.	Identifies and lists some land use zones. Includes an adequate map.	Identifies and lists most land use zones. Includes an adequate map.	Clearly identifies and lists all important land use zones. Includes a detailed land use map.	
c.	Landmarks	Does not identify all natural and human-made landmarks. Unsuitable photographs and illustrations.	Identifies some natural and human-made landmarks. Includes some photographs and illustrations.	Identifies most natural and human-made landmarks. Includes suitable photographs and illustrations.	Clearly identifies all natural and human-made landmarks. Includes excellent photographs and illustrations.	
d.	Reason for Location	Does not consider possible reasons for the location of the settlement.	Consider some reasons for the location of the settlement.	Considers most reasons for the location of the settlement.	Considers all possible reasons for the location of the settlement.	
		0 - 1	2 - 3	4 - 7	8 - 10	
e.	Population	Does not explore and explain changes in population structure and why changes occurred.	Explores and explains some changes in population structure and why changes occurred.	Explores and explains most changes in population structure and why changes occurred.	Fully explores and explains changes in population structure and why changes occurred.	
f.	Issues: Social and Environmental	Does not explore one social or environmental issue.	Does not mention or sufficiently explore one social or environmental issue.	Mentions and sufficiently explores one social and environmental issue.	Comprehensively explores one social or environmental issue.	
		0 - 1	2 - 3	4	5	
g.	Interview Responses	Interview responses not included.	Satisfactory interview responses included.	Good interview responses included.	Comprehensive interview	

h.	Overall Presentation	Poor presentation and layout. Does not include relevant visuals and bibliography.	Inadequate presentation with few visuals. Includes unsatisfactory bibliography.	A good presentation with adequate visuals. Includes a satisfactory bibliography.	responses included Comprehensive, well laid out presentation with relevant visuals. Includes a comprehensive bibliography.	
		TOTAL:				

Social Sciences: Geography

Grade 8 Project

Due Date:

Topic: Settlement

Instructions:

1. This project is to be handed in as a booklet. NOT A POSTER. Do not put the booklet in a plastic sleeve.
2. Research for this project will be done at home. One school lesson will be allocated to completing this project in the classroom.
3. This project can be typed or hand-written but all printing of the project is the responsibility of the learner, should you choose this option. No excuses regarding printing or lateness will be accepted.
4. Marks will be deducted for every day that the project is late.
5. ANY form of plagiarism will lead to a severely compromised mark. The learners must use their own words at all times.

.....

PROJECT

Choose any settlement in **South Africa** for this project.

1. Use a map of the settlement you have chosen, indicate at least 4 different land-use zones by shading, colouring in or any other means. Provide a key. (10)
2. Write a paragraph of about 50-80 words, describing and explaining the main function of the settlement. (Education, Agriculture, A port etc.) (6)
- 3.1 Provide an interesting historical fact about the settlement. (4)
- 3.2 Include a picture of a famous landmark or tourist attraction in the area and
Write about 5 sentences on why it is well-known. (2+5=7)
4. Identify one **social** or **environmental** issue in this area e.g. drug-abuse,
crime, violence, alcoholism, air pollution, fires, littering, etc.
- 4.1 Write a short paragraph of 50-80 words stating the problem you have
identified and why it is a problem. (6)
- 4.2 List two possible solutions to this problem. (4)
- 4.3 Conduct one interview of at least 5 questions that indicate how seriously a local
person
views this problem. Include the name of the interviewee. (10)

5. The bibliography as per requirements: at least 3 sources of information must be consulted. (3)

TOTAL:

50

RUBRIC

Question 1

MARKS	DESCRIPTION
8-10	4 correctly labelled zones, clear map, neat, excellent key, creative
6-7	4 correctly labelled zones, neat, good key ,lacks creativity
4-5	An error in labels/untidy/incomplete
0-3	Missing/incomplete/misinterpreted

Question 2

MARKS	DESCRIPTION
5-6	Interesting, detailed, well-written.
3-4	Correct but contains errors or lacks imagination
1-2	Untidy, reflects a lack of effort, has errors/plagiarized
0	Not done

Question 3.1

MARKS	DESCRIPTION
3-4	Unusual, Interesting, neat
1-2	Too brief, not on topic, plagiarized
0	Not done

MARKS	PICTURE DESCRIPTION
1-2	Clear, neat, relevant
0	Not done

Question 3.2

MARKS	DESCRIPTION
3-5	Neat, logical sentences ,interesting facts
0-2	Incomplete ,poor sentence structure, plagiarised, not done

Question 4.1

MARKS	DESCRIPTION
5-6	Excellent research ,relevant problem ,well-written
3-4	Good research, relevant ,well-written
1-2	Not completely relevant, not well-written
0	Not done

Question 4.2

MARKS	DESCRIPTION
2-4	Interesting, original, workable solution
0-1	Unlikely to work. not done

Question 4.3

MARKS	DESCRIPTION
8-10	Excellent, thought-provoking questions
6-7	Good questions ,well-structured
0-5	Questions are standard/lack depth/badly phrased/vague/repetitive

Question 5

MARKS	DESCRIPTION
3	3 or more sources, correctly documented
2	Minor errors
0-1	Problematic documentation/incomplete/absent

TOTAL: 50

Grade 8: Project - Investigation of a settlement

Marks: 50

What is a settlement?

A settlement is a grouping of people, activities, buildings and communication networks that function as an integrated system.

1. Select and describe a settlement you are going to do for your project. Use the following questions to guide you:
 - a) What is the name of the settlement?
 - b) What does the name mean?
 - c) Has the name changed and if so, what was it called before?
 - d) What features or landmarks, natural or man-made distinguish the settlement from others?
 - e) Is it rural or urban? Large or small?
 - f) Roughly, how many people live in the settlement? (Statistics can be obtained from the local municipality or the internet).
2. Draw a map of your province and indicate the location of your settlement on the map. Use an Atlas or any relevant source for guidance. The map should have the following:
 - a) A title (The map of _____)
 - b) Orientation/ Direction (where North is).
 - c) Scale
 - d) Legend: (select ANY 4 different types of land use and show them on the map).
 - e) Border.
3. What could have influenced the location of the settlement? Why was it built where it is? Could it have been mineral resources, infrastructure (such as transport routes), river, lake, dam, fertile soil? Explain this in a paragraph of 5 sentences.
4. Discuss the decline or growth of population of the settlement and give reasons (for the decline or growth).
5. Identify **ONE environmental issue** (e.g. pollution, droughts, etc.) and **ONE social issue** (poverty, unemployment, poor service delivery, lack of services such as schools, electricity, tarred roads, etc.) in the settlement and explain **HOW** they affect the community). Include pictures, photographs, maps, and any other relevant sources.

The project will be assessed according to the following rubric

Criteria	Marks			
	7 – 8	4 – 6	2 – 3	0 - 1
Description of a settlement [8]	The description of the settlement is correct and comprehensive.	The settlement is correctly described. Some details are lacking.	The description of the settlement is inadequate. Only a few details are given.	The description of the settlement is inadequate. No details are provided at all.
Map of a settlement [8]	The map is accurate and drawn to scale. All features of a map are included and they correspond with the legend.	The map is accurate. Some features of a map are included but some do not correspond with the legend.	The map is inaccurate and not drawn to scale. Only a few features are included and they do not correspond with the legend.	The map is inaccurate. Other features are not shown on the map.
Reasons for the location of a settlement [8]	All possible reasons for the location of a settlement have been stated.	Most reasons for the location of the settlement have been stated.	Some reasons for the location of the settlement have been stated	Only one or none of the reasons for the location of a settlement are stated.
Decline or growth of the settlement [8]	Fully explores and explains changes in population and provides reasons.	Explains and explains most changes in population and provides some reasons.	Explores and explains some changes in population and provides a few reasons.	No changes to population given.
Environmental and social issues [8]	Comprehensively explores social and environmental issues.	Social and environmental issues are only mentioned but not fully explored.	Only mentions the social/ environmental issue but not fully explored.	Does not explore or mention any social and environmental issues.
Criteria	Marks			
	5	3 - 4	1 – 2	0

Overall presentation [5]	Comprehensive, well laid out presentation with relevant visuals	A good presentation with adequate visuals.	Inadequate presentation with few visuals.	Poor presentation and layout. No visuals included.
Bibliography [5]	The bibliography is comprehensive, well written and all sources have been acknowledged.	The bibliography is adequate, well written but not all sources have been acknowledged.	The bibliography is poorly written and unsatisfactory. Sources have not been acknowledged.	No bibliography is provided.

SOCIAL SCIENCES: GEOGRAPHY

JUNE EXAMINATIONS

GRADE 9

FULL NAME: _____

MARKS: 50

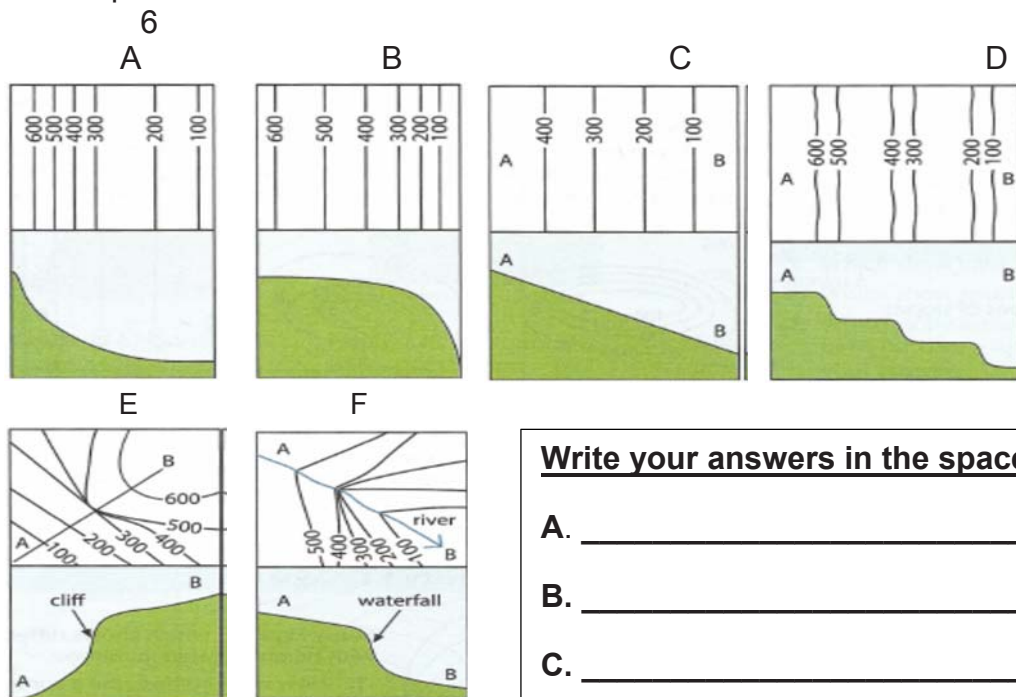
DURATION: 60 MINUTES

INSTRUCTIONS

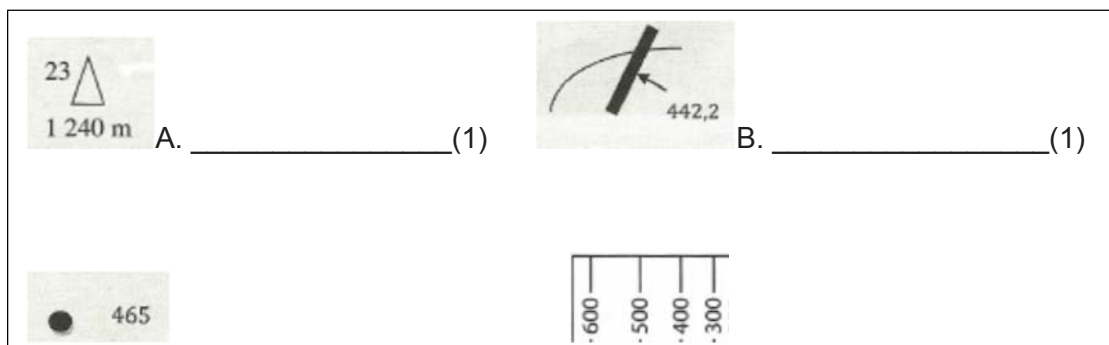
1. This paper consists of two questions.
2. Answer ALL the questions in the spaces provided.
3. Topographic Map is on page 5
4. Orthophoto Map is on page 6

Question 1 MAP SKILLS

1.1 Study the contour lines and their cross-section and name the type of slope that each represents.



1.2 The following symbols are used to show height above sea level. Name each of them. 4



1.3 Study the topographic map of Hermanus together with orthophoto of **Hermanus area – Sandbaai** on page 5 and answer questions that follow.

1.3.1 What is the scale of Hermanus topographic map? _____ (1)

1.3.2 Use the line scale to calculate the distance in kilometres between the trigonometrical beacon number 207 in B2 and spot height number 327 in A4. _____ (2)

1.3.3 What is the height of trigonometrical beacon number 121 in D4?

_____ (1)

1.3.4 Is the area called Zwelihle in D3 of the topographic map a residential or industrial area? _____ (1)

1.3.5 Give four reasons to support your answer above.

_____ (4)

1.3.6 Name one natural feature found in A4. _____ (1)

1.4 The following questions are based on an orthophoto map of Hermanus – Sandbaai on page 6

1.4.1 What is the difference in altitude (height) between spot heights A and B?

_____ (1)

1.4.2 Calculate the distance in metres between spot heights 2 and 13.

_____ (2)

1.4.3 The area covered by settlement of Sandbaai is very mountainous. **True** or **False** State one reason to support your answer.

_____ (2)
(25)

Question 2 Development Issues

2 Study the following extract and answer questions that follow.

Meaning of development

To understand the meaning of development fully, it is important to look carefully and **critically** at it. Development is not only about having a strong economy. It is also about the quality of people's lives and the needs of the poor. People also have to live within the earth's means – its natural resources such as water, oil, coal and minerals are limited, not endless.

Source: Our World, Our Society Social Sciences: grade 9, page 30

2.1 Define the following concepts:

a) Social development

_____ (2)

b) Gross Domestic Development

_____ (2)

c) Environmental development

_____ (2)

2.2 What do the following acronyms represent?

a) GDP means

_____ (1)

b) HDI means _____ (1)

2.3 One of the following is not an indicator of development used to calculate the Human Development Index. (mark incorrect indicator)

- a) The purchasing power of individuals
- b) Farming
- c) Education levels
- d) Life expectancy

(1)

2.4 Study the table below that compares per capita GDP, HDI and Income Inequality for BRICS countries and answer the questions that follow.

	Brazil	Russia	India	China	South Africa
Per capita GDP	R94 152.00	R133 888.00	R29 552.00	R67 056.00	R87 784.00
HDI (out of 100)	71	75	54	68	61
Income Inequality (out of 100)	54	42	37	42	67

a) What does the acronym BRICS stand for?

(1)

b) Which three countries have the largest GDP?

(1)

c) Which country is the most developed of all? Give a reason for your answer.

(2)

d) Which country has the highest level of economic inequality? Give one reason to support your answer.

(2)

2.5 Classify the following reasons for differences in development by stating whether they are Historical or Geographic reasons. Complete the table by following the example given.

Factors impacting development.	Classify as either Geographic or Historic.
a) Climate	
b) Colonialism	
c) Location	
d) Resources	
e) The slave trade	
f) Environmental stability	

(5)

2.6 Study the following case study and answer the question below it:

Case study

East Africa: NURU Energy for sustainable development

NURU Energy was first funded by the World Bank and operates in East Africa and India. Its main aim is to provide clean and sustainable lighting to people who do not have electricity.



An Indian woman living without electricity is able to use the NURU light so that she can sew at night. This gives her the chance to earn extra money to feed her family.

The NURU lights are reasonably cheap to make. It is easy to charge them by attaching them to a NURU POWERCycle™, which is the machine, a bit like a bicycle, that is used to charge them. The NURU POWERCycle™ can charge the portable lights, as well as mobile phones. The lights can be charged five at a time in about 20 minutes of pedalling. Each one of the charged lights can give about 10 days of light to a rural household.

The lights are sold by NURU Energy entrepreneurs from the local communities who also offer the recharging services. It is 95% cheaper for people to charge NURU lights than it was to buy kerosene for the lamps that they used to use. It is also safer because the kerosene produces unhealthy fumes when it burns. Kerosene is also responsible for lots of fires through accidents with the lamps.

Source: Our World, Our Society Social Sciences: grade 9, page 58

Write a summary of five lines to describe how NURU energy for sustainable development operates.

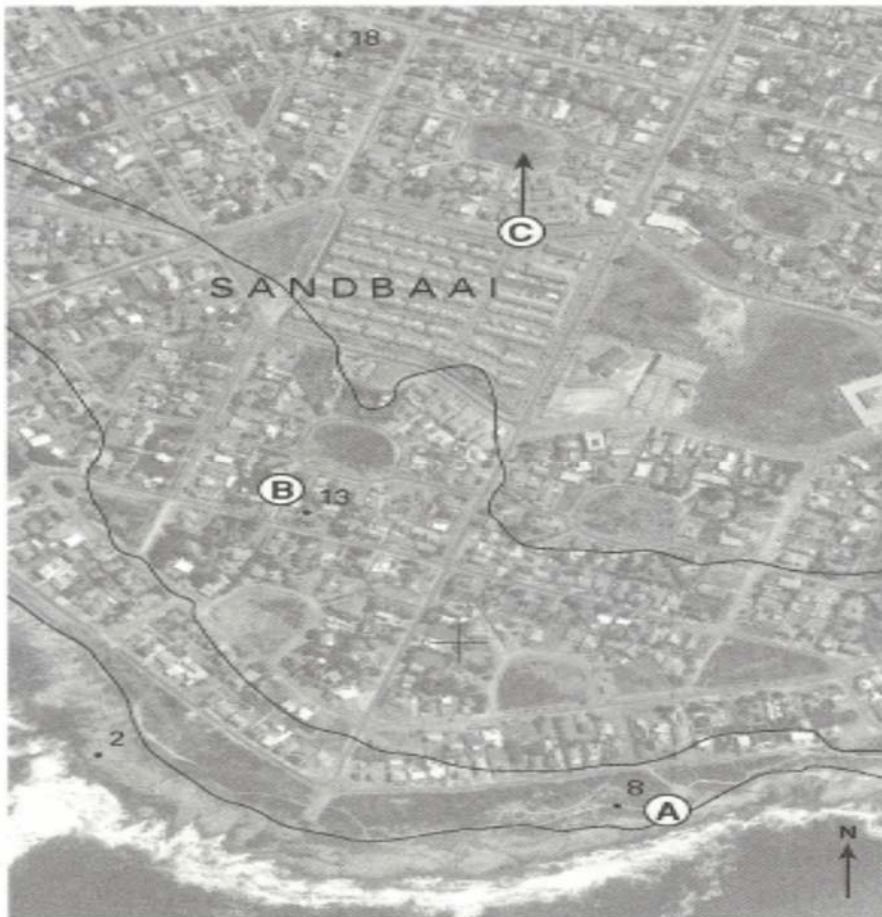
(5)

Total = 25



Source: *Spot On Social Sciences*, grade 9: page 19

Orthophoto Map of Hermanus – Sandbaai: Scale 1:10 000



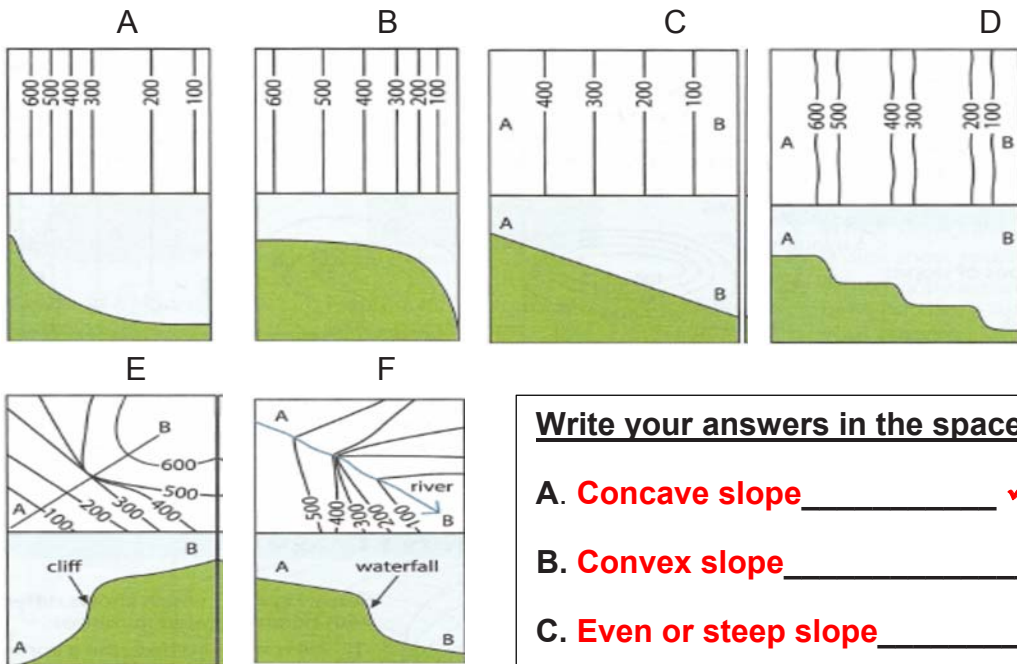
Source: Spot On Social Sciences, grade 9: page 18

MARKING GUIDELINES

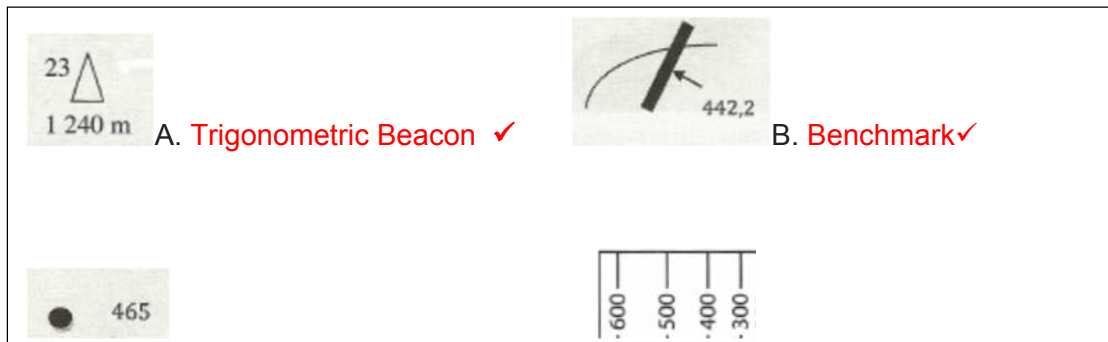
Question 1 MAP SKILLS

1.1 Study the contour lines and their cross-section and name the type of slope that each represent.

6



1.2 The following symbols are used to show height above sea level. Name each of them. 4



1.3 Study the topographic map of Hermanus together with orthophoto of Hermanus area – Sandbaai and answer questions that follow.

1.3.1 What is the scale of Hermanus topographic map? **1: 50 000** ✓

(1)

1.3.2 Use the line scale to calculate the distance in kilometres between the trigonometrical Beacon number 207 in B2 and spot height number 327 in A4.

4.2 km ✓✓

(2)

- 1.3.3 What is the height of trigonometrical number 121 in D4? **25.0 metres**✓ (1)
- 1.3.4 Is the area called Zwelihle in D3 of the topographic map a residential or industrial area? **The area is residential.** ✓ (1)
- 1.3.5 Give four reasons to support your answer above. (4)
- There is recreation area. ✓ There are places of worship (churches). ✓ There are schools in the area. ✓ There is also sewage works. ✓ Reward any relevant reason deduced from the map.**
- 1.3.6 Name one natural feature found in A4. **A hill/ mountain (kleinbergie)** ✓ (1)
- 1.4 The following questions are based on an orthophoto map of Hermanus – Sandbaai.
- 1.4.1 What is the difference in altitude (height) between spot heights A and B? (1)
- 13-8=5 metres ✓**
- 1.4.2 Calculate the distance in metres between spot heights 2 and 13. (2)
- 4.2cm x 10000/100 = 420 metres. ✓✓ 4.10, 4.20, 4.30 mark as acceptable.**
- 1.4.3 The area covered by settlement of Sandbaai is very mountainous. True or False? State one reason to support your answer. (2)
- False. ✓ Contour lines are far apart, meaning the land is flat. ✓**

Total = 25

Question 2 Development Issues

2 Study the following extract and answer questions that follow.

Meaning of development
To understand the meaning of development fully, it is important to look carefully and **critically** at it. Development is not only about having a strong economy. It is also about the quality of people's lives and the needs of the poor. People also have to live within the earth's means – its natural resources such as water, oil, coal and minerals are limited, not endless.

Source: Our World, Our Society Social Sciences: grade 9, page 30

2.1 Define the following concepts:

- d) Social development **refers to improvements in education, health care and housing.** ✓✓ (2)
- e) Gross Domestic Development **is the total value of goods produced and services provided by a country during one year.** ✓✓ (2)
- f) Environmental development **refers to the improvement of our surroundings, such as a reduction in air and water pollution.** ✓✓ (2)

2.2 What do the following acronyms represent?

c) GDP means **Gross Domestic Product** ✓

(1)

d) HDI means **Human Development Index** ✓

(1)

2.3 One of the following is not an indicator of development used to calculate the Human Development Index. (mark incorrect indicator)

(1)

e) The purchasing power of individuals

f) Farming ✓

g) Education levels

h) Life expectancy

2.4 Study the table below that compares per capita GDP, HDI and Income Inequality for BRICS countries and answer questions that follow.

	Brazil	Russia	India	China	South Africa
Per capita GDP	R94 152.00	R133 888.00	R29 552.00	R67 056.00	R87 784.00
HDI (out of 100)	71	75	54	68	61
Income Inequality (out of 100)	54	42	37	42	67

e) What does BRICS stand for? **Brazil, Russia, India, China and South Africa.**

✓

(1)

f) Which three regions have the largest GDP? **Brazil, Russia and South Africa.** ✓

(1)

g) Which country is the most developed of all? Give a reason for your answer.

Russia. It has the highest per capita GDP. ✓✓

(2)

h) Which country has the highest level of economic inequality? Give one reason to support your answer. **South Africa. It has the highest level of income inequality.**

✓✓

(2)

2.5 Classify the following reasons for differences in development by stating whether they are Historical or Geographic reasons. Complete the table by following the example given. 5

g) Climate	Geographic
h) Colonialism	Historical ✓
i) Location	Geographic ✓
j) Resources	Geographic ✓
k) The slave trade	Historical ✓
l) Environmental stability	Geographic ✓

2.6 Study the following case study and answer the question

Summary:

NURU energy provides lighting to communities without electricity.

They are rechargeable lights

To recharge, they are connected to NURU POWERCYCLE. NURU POWERCYCLE is like a bicycle; lights are connected to it and recharged. The NURU lights are cheaper and safer as compared to kerosene lamps. Kerosene lamps produce fumes that can be harmful to people and may cause fires if not properly handled. (Learner ability to summarise must be rewarded).

(5)

Total = 25

Grand Total = 50

Grade 9 Map Skills Test: Topographic and Orthophoto maps

Bloemfontein Topographical and Orthophoto maps

Marks: 50

Study the accompanying extract from the 1:50 000 topographical map of South Africa, sheet 2926 AA Bloemfontein, and orthophoto 2926 AA 9 Spitskop and answer the following questions:

1. Identify the features of the landscape that occur at the following coordinates:
 - a) $29^{\circ}05'40''$ S, $26^{\circ}09'20''$ E. [2]
 - b) $29^{\circ}06'$ S, $26^{\circ}10'35''$ E. [2]
2. Indicate the position of the 2926 AA Bloemfontein map sheet by means of a simple sketch:
[4]
3. Indicate which map sheet lies directly to the:
 - a) North [1]
 - b) West [1]
 - c) South of 2926 AA. [1]
- 4 (a) How does the scale of a topographical map and of an orthophoto map differ? [2]
(b) Which scale is larger? Explain your answer. [2]
5. What can you identify with regard to recreation facilities available to the inhabitants of Bloemfontein by careful investigation of the topographic map and the orthophoto? [2]
6. Why is there a considerable number of wind pumps in the environment? [2]
7. Study the precipitation figures for Bloemfontein that are provided below:

	J	F	M	A	M	J	J	A	S	O	N	D
Rainfall in mm	91,4	78,7	76,2	55,9	25,4	7,6	10,2	11,2	15,5	50,8	66	62,3

- (a) Draw a column graph to represent the rainfall data. Use a vertical scale of 1 cm to 10 mm. [10]
- (b) Which season has the highest rainfall? [1]
- (c) Which month receives the highest rainfall? [1]
8. A cellular telephone service provider wants to erect a communications tower for the cellular phone service. It has to be situated on the highest point in the area.
- (a) Provide the height in metres of the highest point indicated on the map. Also provide the coordinates for the specific point. [2]
- (b) Provide a reason why the observatory (Observatory Theatre) was built on Naval Hill (29°05'45" S, 26°14'20" E) and not in a more central part of the city. [2]

Use the orthophoto only and answer the following questions:

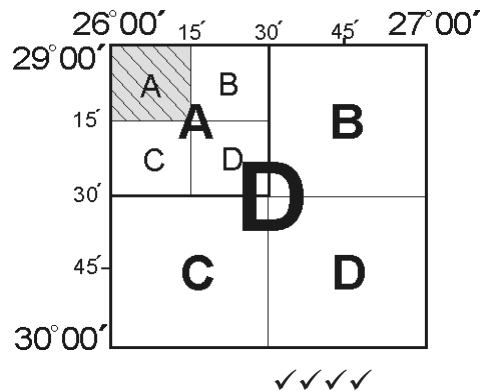
9. Is this orthophoto a vertical or an oblique aerial photograph? [2]
10. Which part of Bloemfontein is shown on the orthophoto. [2]
11. What is the real distance in km from the N1 road junction near Tempe (at Dam van Trane) to the road junction near Rayton in the northeast? Show all the calculations. [4]
12. In which direction do you travel from the Tempe road junction to the road junction near Rayton? [1]
13. Which kind of activity will take place at Tempe? Look at the long buildings arranged in rows that are there, in particular. [2]
14. (a) What is the direction in which the shadows of these buildings fall? [2]
- (b) At what time of day, therefore, was the photograph taken? [2]

Marking guidelines

1. Identification of features:

- a) Pointed hill ✓✓
- b) Flat-topped hill (Naval Hill) ✓✓

2.



3.

- a) 2826 CC ✓
- b) 2925 BB ✓
- c) 2926 AC ✓

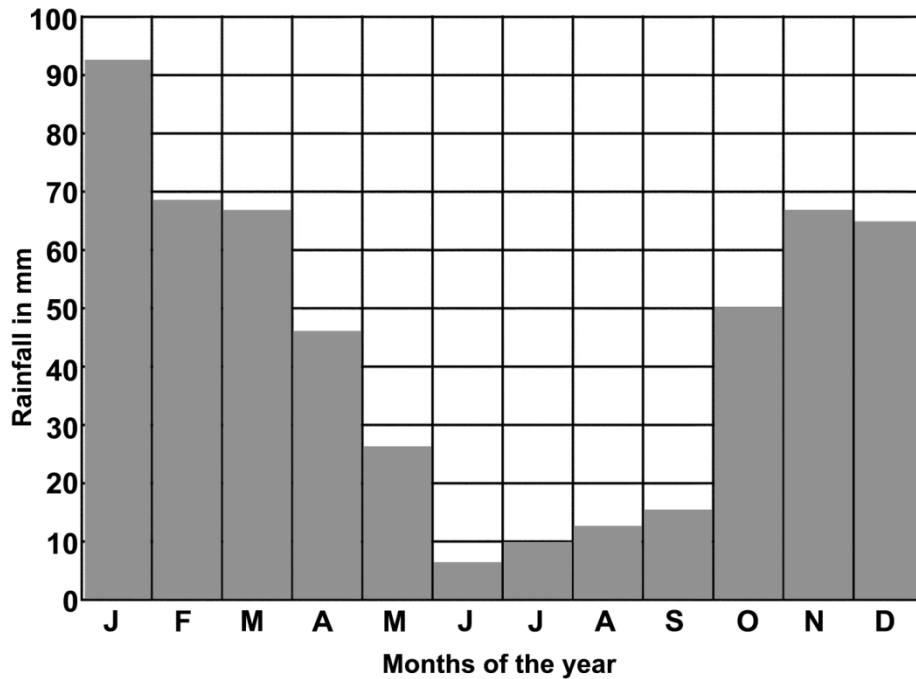
4. Scale:

- a) Topographical map scale is 1:50 000 ✓
Orthophoto map scale is 1:10 000 ✓
- b) The scale of the topographical map is smaller/ The orthophoto map has a larger scale. ✓✓

5. Motor or motorcycle racing, ✓camping in caravan park, ✓golfing, ✓hang-gliding, ✓flying aircrafts, ✓visiting zoo, ✓visiting parks, ✓visiting botanical gardens, ✓sports fields, ✓swimming in rivers and dams, ✓sailing in dams, ✓visiting observatory. ✓ [Any two].

6. Windmills are used to retrieve underground water for consumption and this implies that the area receives intermittent rainfall. ✓✓

7. a) Column graph to represent rainfall data: (10)



b) Summer✓

c) January✓

8. a) Highest point – 1499 m✓✓

Coordinates - 29° 05' 50" S and 26° 13' 20" E✓✓

b) Higher, flat area from where there is a good view. City lights and pollution have smaller effect here. ✓✓

9. Vertical✓✓

10. North East✓✓

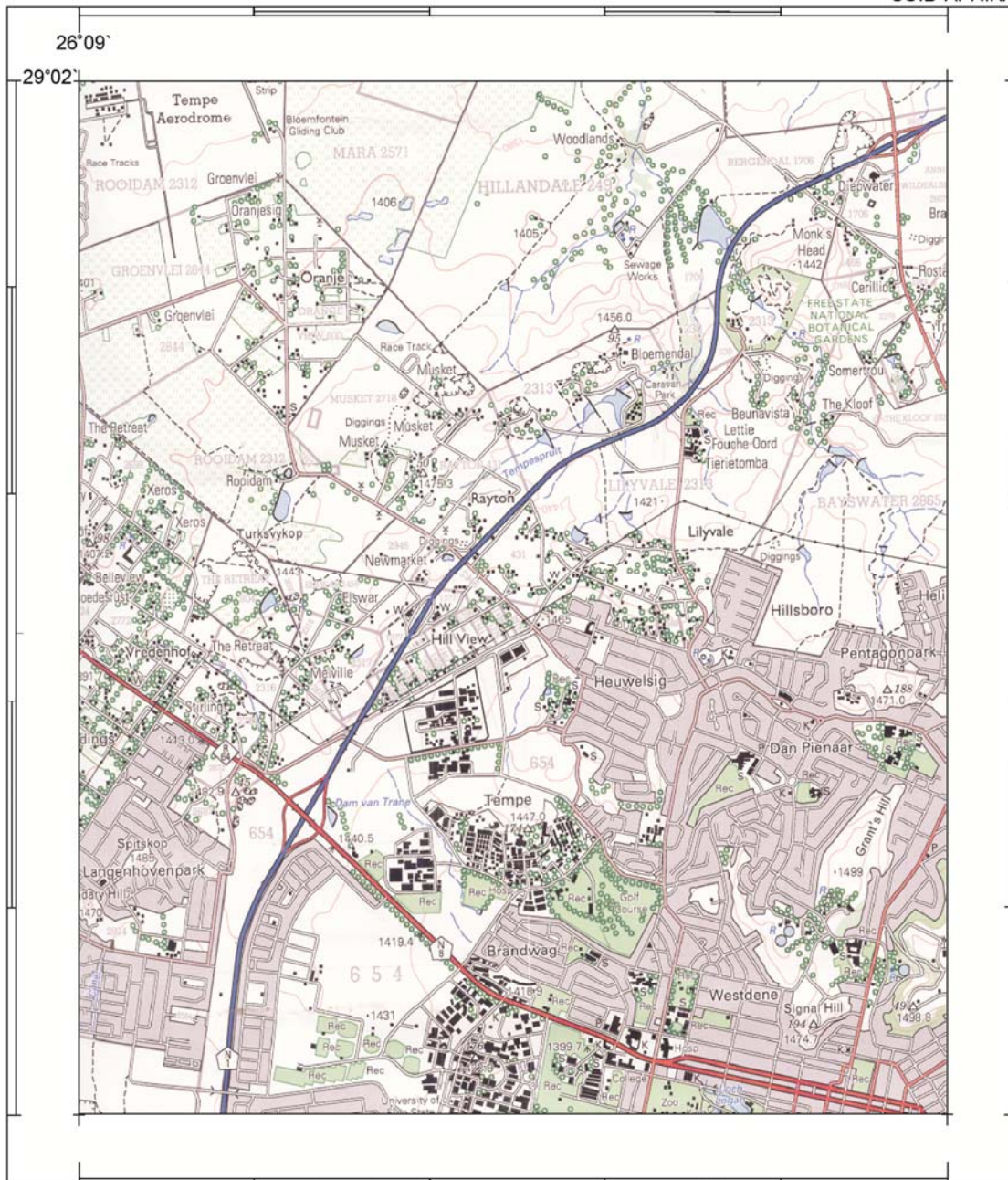
11. Actual distance = 26,6 cm on a 1: 10 000 map

12. North East✓

13. Defence Force training centre/ Many soldiers who live in barracks✓✓

14. a) South-east✓✓

b) Afternoons✓✓





DURATION: 1 HOUR
SOCIAL SCIENCES: HISTORY
GRADE 7
MARCH

TIME: 1 HOUR

TOTAL 50

INSTRUCTIONS AND INFORMATION

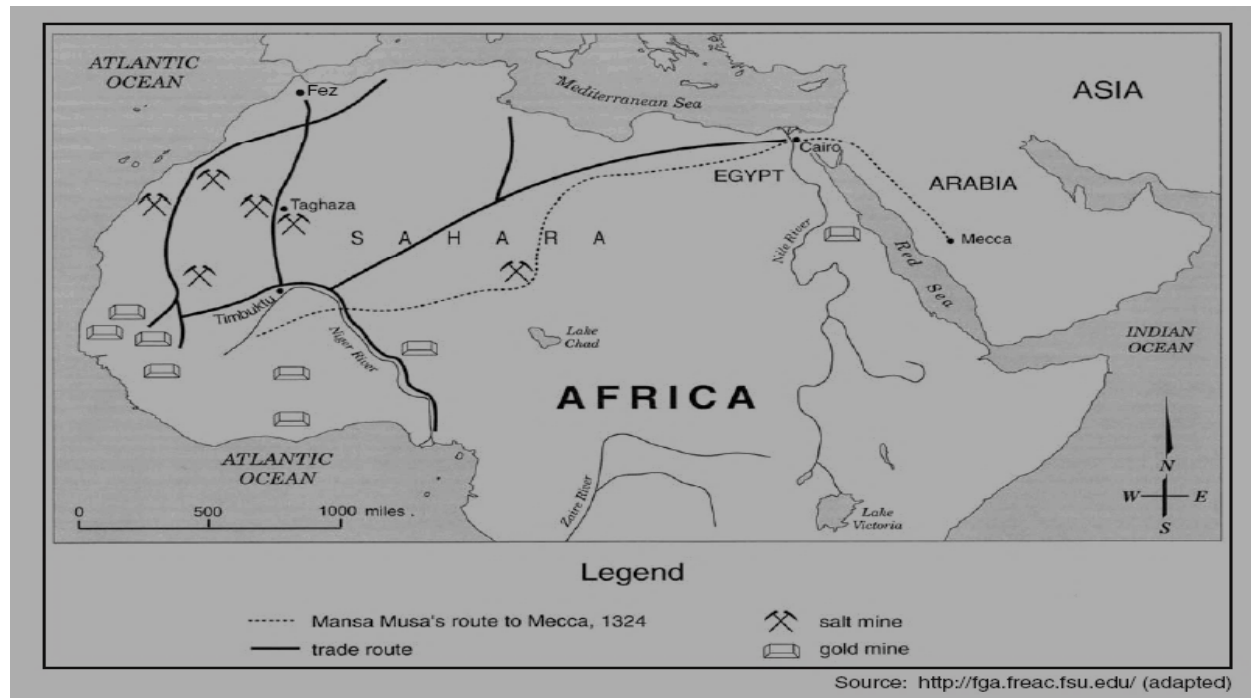
1. This paper consists of **THREE** compulsory questions.
2. Number your answers correctly accordingly to the numbering system used in this paper.
3. Study all the sources and texts provided very carefully because they contain many clues that will help with answering the questions.
4. Note the mark allocation for each question to guide you to answer.
5. Write neatly and legibly.
6. Please leave a line open after each answer.
7. This paper consists of **6** pages including the cover page.

QUESTION 1

1.1 Use **SOURCES 1A ,1B** and your own knowledge to answer the following Questions:

SOURCE 1A is a map of trading routes between West Africa and North Africa during the 14th century.

SOURCE 1A



SOURCE 1B is a photo of a trading caravan crossing the desert en route (on the way to) to Timbuktu with blocks of salt mined at Taodeni, 350 miles to the north.

SOURCE 1B



Adapted from: *Trade & Empire: The road to Timbuktu* by Timothy A. Insoll.
Volume 53 number 6, November/December 2000

- 1.1.1 Define the word/ concept “trade”. (1x2=2)
- 1.1.2 Across which desert did the trade take place according to **SOURCE1A**? (1x2=2)
- 1.1.3 In which part of Africa is Mali situated/located? (1x2=2)
- 1.1.4 Which animal was used for the transportation of goods across the desert according to **SOURCE 1B**? (1x2=2)
- 1.1.5 Give **TWO** reasons why this animal was suitable to transport goods across the desert? (2x1=2)
- 1.1.6 Name any **TWO** countries that traded with the Kingdom of Mali (2X1=2)
- 1.1.7 Mention **TWO** goods that Arabs sold to the Kingdom of Mali. (2x1=2)
- 1.1.8 Mention **TWO** goods that the Kingdom of Mali sold to the Arabs (2x1=2)
- 1.1.9 How does **SOURCE 1A** support **SOURCE 1B** as far as trade across the desert is concerned? (2x2=4)
- 1.1.10 Answer the following question in a correctly structured paragraph:
- “How did trade across the desert contribute to the spread of Islam in West Africa?” Explain your answer. (5)

The paragraph must be structured as follows:

A topic/controlling sentence
Relevant supporting evidence for topic sentence
Concluding sentence

(25)

QUESTION 2

2.1 Use **SOURCE 2A** and your own knowledge to answer the following questions:

SOURCE 2A describe how the Kingdom of Mali became a powerful empire, because of its king.

SOURCE 2A

So it came about that the king of Mali enclosed (established) a large part of the Western Sudan within a single system of law and order. He did this so successfully that the Moroccan writer IbnBatuta, travelling through Mali about twelve years after Musa's death, found 'complete and general safety in the land'. This was a big political success, and made Mansa Musa one of the greatest statesmen in the history of Africa.

Like the Mali kings before him, Musa was a Muslim. Most of his people were not Muslims, so he supported the religion of the Mandinka people as well as Islam. Different religious customs and ceremonies were allowed at his court.

The North African scholar, IbnFadl Allah al-Omari, who lived in Cairo a few years after the king's visit, wrote about it, declaring that of all the Muslim rulers of West Africa this king was 'the most powerful, the richest, the most fortunate, the most feared by his enemies and the most able to do good to those around him'. Behind these words of praise we can glimpse the power and reputation that Mali drew from its control of a very wide region of trade in precious goods such as gold, salt, ivory and kola nuts.

The capital was visited by North African and Egyptian scholars. On returning from pilgrimage to Mecca, the king brought back with him a number of educated men from Egypt.

Adapted from: *Wysinger.homestead.com/mansamusa.html*

2.1.1 Name the king who ruled Mali from 1307 to 1332. Refer to

SOURCE2A

(1x1=1)

2.1.2 What role did this king play in making Mali a powerful Kingdom?

Mention **THREE** things.

(3x1=3)

2.1.3 How did this king promote education in Mali? Name **THREE** things. (3x1=3)

2.1.4 Which city was the most important center of the Islamic religion? (1X2=2)

2.1.5 Who is the scholar (educated man) and traveler in **SOURCE 2A** who wrote

about what he saw and experienced when he visited Mali?

(1x1=1)

2.1.6 In a correctly-structured paragraph, answer the following question:

“Why did Mali become a strong and well known Empire during the 14th

Century?”

(5)

The paragraph must be structured as follows:

A topic/controlling sentence

Relevant supporting evidence for topic sentence

Concluding sentence

(15)

QUESTION 3

3.1 Use **SOURCE 3A** and your own knowledge to answer the following questions:

SOURCE 3A is a translated (into English from the original text) extract from Leo Africanus's eyewitness account about Timbuktu written in 1550.

SOURCE 3A

Grain and animals are abundant, so that the consumption of milk and butter is considerable. But salt is in very short supply because it is carried here from Tegaza, some 500 miles from Timbuktu. There are numerous judges, teachers and priests in Timbuktu, all properly appointed by the king. He greatly honours learning. Many hand written books from Barbary, are also sold. There is more profit made from the sale of books, than from all other merchandise.

(Adapted from: *Via Afrika Social Sciences Grade 7*)

3.1.1 Is **SOURCE 3A** the original text written by Leo Africanus? Support/explain

your answer.

(2x1=2)

3.1.2 Mention **ONE** possible problem that can happen when a source is

translated.

(1x1=1)

3.1.3 Is the following statement **TRUE** or **FALSE**?

(1x2=2)

“An eyewitness account of an event is a primary source because the person relating or telling the story was there when the event occurred.”

3.1.4 Write a correctly-structured paragraph to answer the following question:

“Is there evidence in **SOURCE 3A** that indicates that Timbuktu was a center of learning?”

(5)

The paragraph must be structured as follows:

A topic/controlling sentence

Relevant supporting evidence for topic sentence

Concluding sentence

(25)

GRAND TOTAL: 50

SOCIAL SCIENCES: HISTORY MARKING GUIDELINES

GRADE 7

QUESTION 1

- 1.1.1 Trade is the buying and selling of goods or exchange of something for something else. **Any other relevant answer** ✓✓
- 1.1.2 Sahara Desert ✓✓
- 1.1.3 West Africa ✓✓
- 1.1.4 Camel ✓✓
- 1.1.5 It could carry heavy loads, ✓ Could go long without water, ✓ large flat feet that did not sink into the sand, ✓ eyes and nostrils could keep out sand. **ANY TWO**
- 1.1.6 Tunisia, ✓ Egypt, ✓ Morocco, ✓ Arabia, ✓ Europe. **Any other relevant country ANY TWO**
- 1.1.7 Salt, ✓ glass, rugs, ✓ dagga to build with, ✓ knives. ✓ **Any other relevant Answer ANY TWO**
- 1.1.8 Gold, ✓ slaves, ✓ salt, ✓ indigo, ✓ ivory, ✓ and ostrich eggs. ✓ **Any other relevant Answer. ANY TWO**
- 1.1.9 **SOURCE 1A** shows us the trade routes ✓✓ while **SOURCE 1B** tells us about the trading process. ✓✓ **Any other relevant answer**
- 1.1.10 Example/model answer

Trade across the desert did contribute to the spread of Islam in West Africa.
(**Controlling/topic sentence**)

- Places along the trade routes became Centre's of Islamic learning , civilization and administrative practices as a result Islam quickly took root in West Africa
- People received Islamic education which was brought by the Arab Traders
- Trade with Arabs led to wealth in West Africa and development of empires which followed the Islamic religion. **Any other relevant answers supporting information.**

Trade therefore indeed contributed to the spread of Islam in West Africa.
(**Concluding sentence**)

Marking Rubric

LEVEL	CRITERIA	MARKS
1	Paragraph not well structured. Candidate does not answer the question. Response uses irrelevant information or source was copied directly. No line of argument followed.	0-1
2	An attempt has been made to structure the paragraph	2-4

	correctly. Candidate made an attempt to answer the question but does not succeed in using the correct evidence. Some of the content is relevant. Line of argument partially followed.	
3	A well and correctly-structured answer. Question is answered and relevant evidence is used to support the answer. Content used is correct and relevant. A clear line of argument is followed.	5

(25)

QUESTION 2

2.1.1 Mansa Musa ✓

2.1.2 Mecca. ✓✓

2.1.3 a) Promoted education by encouraging Muslim scholars to come to Mali ✓

b) Built a university in Timbuktu ✓

c) Encourage payment of taxes of gold and salt which made the kingdom of Mali strong and wealthy. ✓

d) He allowed religious freedom ✓

e) Promoted Islam ✓

f) The Pilgrimage to Mecca and his generosity made Mali known all over the world. ✓

g) He returned with Muslim teachers, architects and Arab scholars to Mali who played an important role in developing the kingdom. ✓

h) Introduced a good system of government. ✓ **ANY THREE**

2.1.4 -He encouraged education ✓

-Built a university in Timbuktu ✓

- He encouraged Muslim scholars to come to Mali and teach. ✓

ANY RELEVANT ANSWER.

2.1.5 Ibn Batuta ✓

2.1.6

Example/ model answer.

Mali became a strong and well known kingdom mainly because of the contributions made by its king Mansa Musa. (Controlling /topic sentence)

Mansa Musa built a strong economy of Mali by encouraging trade between Mali and other parts of the world and controlling valuable trade resources like gold, salt and others. He also encouraged education by building institutions of learning like the University of Timbuktu. He developed a strong and sound system of government. The pilgrimage to Mecca exposed Mali to other traders and scholars (learned men) from Arabia, Egypt, and Morocco who came to Mali and promoted education. News of his wealth reached European map makers who began to include Mali on their maps thus making traders to be more interested in trading with Mali. (Evidence to support statement in first sentence) Any other relevant answers

By establishing a strong government, promoting trade and education Mansa Musa contributed a great deal to the rise of the Kingdom of Mali. (Concluding sentence)

Rubric

LEVEL	CRITERIA	MARKS
1	Paragraph not well structured. Candidate does not answer the question. Response uses irrelevant information or source was copied directly. No line of argument followed.	0-1
2	An attempt has been made to structure the paragraph correctly. Candidate made an attempt to answer the question but does not succeed in using the correct evidence. Some of the content is relevant. Line of argument partially followed.	2-4
3	A well and correctly-structured answer. Question is answered and relevant evidence is used to support the answer. Content used is correct and relevant. A clear line of argument is followed.	5

(15)

QUESTION 3

3.1.1 No I✓t has been translated to English. ✓

3.1.2 Translation mistakes can take place that changes the original meaning of the content ✓

3.1.3 True ✓

3.1.4

Example/model answer

There is evidence in source 1A that indicates that Timbuktu was a center of learning.
(Controlling/topic sentence)

Timbuktu had learned people like teachers, judges and priests. The king greatly honored learning. Many hand written books were sold in Timbuktu. More profit was made from the sale of books than other merchandise which proves that the people of Timbuktu were learned. (Evidence to support topic sentence)

The evidence provided therefore indicates that Timbuktu was an important center of learning. (Concluding sentence)

Marking Rubric

LEVEL	CRITERIA	MARKS
1	Paragraph not well structured. Candidate does not answer the question. Response uses irrelevant information or source was copied directly. No line of argument followed.	0-1
2	An attempt has been made to structure the paragraph correctly. Candidate made an attempt to answer the question but does not succeed in using the correct evidence. Some of the content is relevant. Line of argument partially followed.	2-4
3	A well and correctly-structured answer. Question is answered and relevant evidence is used to support the answer. Content used is correct and relevant. A clear line of argument is followed.	5

(25)

GRAND TOTAL: 50

HISTORY

GRADE 7: TERM 1 Test

Time : 1 hour

Total: 50

Name of learner: _____

INSTRUCTIONS TO LEARNERS :

1. Read carefully all the questions
2. Answer ALL the questions ON your exam paper
3. Write neatly and legibly.
4. Study the sources carefully to assist you in answering questions.
5. Avoid rewriting sources when answering questions.

QUESTION 1: THE KINGDOM OF MALI

This map shows the trade routes from Timbuktu in Mali in the 14th, 15th and 16th centuries

SOURCE 1A:



Source: Platinum Social Sciences Learners Book Grade 7 .

1.1 Refer to **SOURCE 1A** above and use your own knowledge to answer questions that follow:

1.1.1 On which continent was the Empire of Mali? _____ (1x1)

1.1.2 Name the desert **NORTH** of the city of Timbuktu? _____ (1x1)

1.1.3 Name the important river that flows past the city of Timbuktu. _____ (1x1)

1.1.4 Name any **TWO** minerals that made the Empire of Mali very rich?
_____ (2x1)

1.1.5 The map shows the route travelled by Mansa Musa in 1324.

(a) Where did he travel to? _____ (1x1)

(b) Using your own knowledge explain why did he travel to that place?
_____ (1x2)

1.1.6 Explain why people used camels to travel in desert areas?

(2x1)

Refer to **SOURCE 1B** below and use your own knowledge to answer questions that follow:

Source 1B is a passage on the Timbuktu Manuscripts.

SOURCE 1B

During its Golden Age, Timbuktu was the centre of a book trade. Books were also written by Islamic scholars at Madrasah in Timbuktu. This established Timbuktu as the centre of learning in West Africa. The “Timbuktu Manuscripts” collection refers to over 700 000 documents, ranging from scholarly works to short letters which have been preserved by private households in Timbuktu. The manuscripts were passed down from one generation to the next in Timbuktu families. Some of the manuscripts date back to the 13th century. Many of these manuscripts remain to form a priceless written source of some of Africa’s history.

Source: Platinum Social Sciences Learners’ Book

1.2.1 Give the meaning of the word manuscript. _____
(1x2)

1.2.2 What were the Timbuktu Manuscripts?

(1x2)

1.2.3 In which language were most of these manuscripts written? _____
(1x2)

1.2.4 Many of these manuscripts are more than 500 years old (**True or False?**)

(1x1)

1.2.5 What was the name of the first university in Africa? _____
(1x1)

1.2.6 Give **THREE** reasons why these manuscripts are still important to us today?

(3x1)

1.2.7 Give four reasons why some of these manuscripts are lost.

(4x1)

(15)

QUESTION 2: SLAVERY IN WEST AFRICA

SOURCE 2A: The extract below is about slavery in West Africa.

West African slavery changed at the beginning of the 7th century. Thousands of black slaves were sent to North Africa, parts of the Middle East and Southern Africa. Later, African kings, like Mansa Musa, raided their weaker neighbours, and sold their captives as slaves. They also kept slaves of their own. These men were powerful rulers with large armies, and slaves were often used as soldiers. Slaves worked in gold mines and farmed the land. They were often exchanged for horses. Fifteen or twenty slaves were exchanged for one Arabian horse.

Taken from Platinum Social Sciences

2.1 Refer to **SOURCE 2A** above and use your knowledge to answer questions that follow:

2.1.1 Explain the meaning of the word slavery:

(1x2)

2.1.2 Why do you think slaves were needed?

(1x2)

2.1.3 In which part of Africa were the most of slaves captured? _____ (1x1)

2.1.4 How did the African kings capture the slaves? _____ (1)

2.1.5 How did the slave traders prevent the slaves from running away?
_____ (1x2)

2.1.6 After being captured the slaves were taken to the coastal towns for a slave auction.
What is a slave auction?
_____ (1x2)

[10]

SOURCE 2B: Source 2B is a drawing depicting African slaves and their owners after being offloaded from a slave ship.



Taken from Platinum Social Sciences

2.2. Study Sources 2A and 2B above use your own knowledge to answer the questions that follow:

2.2.1 How did the slave traders take the slaves from West Africa to the America's?
_____ (1)

2.2.2 Give **TWO** reasons why so many slaves died during their journey to America.
_____ (2x1)

2.2.3 What was the trade between Africa, America and Europe called? _____ (1)

2.2.4 Name any **TWO** crops that the slaves were forced to produce on the plantations?
_____ (2x2)

2.2.5 Where did the merchants transport the products produced by the slaves to? _____ (1x2)

2.2.6 Use all the sources and your own knowledge to write a paragraph which explains why slavery in America was considered inhumane (cruel).
(5)

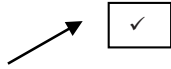
[15]

TOTAL : 50

Marking Guidelines

INSTRUCTIONS TO MARKERS:

- Mark ALL questions.
- Do not rely entirely on the marking guideline, apply own discretion where necessary.



- Use ticks to indicate marks per question.
- Learners should not be penalized for language incompetency.
- Always consider any other relevant response.
- Positive marking should always be considered.

<u>QUESTION 1 A:</u>		
1.1.6 Africa	✓	(1)
1.1.2. Sahara Desert	✓	(1)
1.1.3 Niger River	✓	(1)
1.1.4 Gold Salt	✓✓	(2)
1.1.5 (a) Mecca	✓	(1)
<u>(b) Religious reasons</u>		
<ul style="list-style-type: none"> • All Muslims are expected to visit Mecca at least once in their lifetime. • This religious pilgrimage is compulsory for all Muslims. • He also went to Mecca to study and learn more about Islam / Muslim faith ✓✓✓ 		
(3)		
(any two of the above and any other relevant response)		
Credited 3		
1.1.6		
<ul style="list-style-type: none"> • They can travel great distances in the desert without water • They conserve water in their hump and use it later when it is needed • They can withstand the desert heat better than any other animal • They have wide feet which makes it easy for them to walk across the desert sand dunes • They can carry great load for long distances ✓✓✓✓ 		
(4)		
(any two of the above and any other relevant response)		

Credited 4	
<u>QUESTION 1B:</u>	
1.2.1 Manuscript is a document, written page or book contain very old information ✓ (1)	
1.2.2 • Documents written by scholars, religious leaders, ordinary people etc and kept for for many centuries in the city of Timbuktu. ✓✓ (Any relevant response) (2)	
1.2.3 Arabic ✓✓ (2)	
1.2.4 True ✓ (1)	
1.2.5 Sankora University. ✓ (1)	
1.2.6 • These documents contain important information about the History of the people their life style, religion, sciences, mathematics etc. • History of ordinary people as well as important political leaders. • This important information is important to historians, anthropologist when writing about the past. • Some of the information is also useful for modern scientist. ✓✓✓ (3) (any three of the above and any other relevant response)	
1.2.7 • The documents are extremely old – many more than 300 - 500 years • Many of the documents were not kept in good or secure conditions • Many documents were exposed to the harsh desert environment • Damaged due to neglect or wars • Recent destruction by militant extremist groups operating in the that area • People selling them for money due to poverty ✓✓✓✓ (4) (any four of the above and any other relevant response)	
<u>QUESTION 2 :</u>	
2.1.1 When a person/persons are bought or sold and become the property of someone else. ✓✓ (2)	
(Any relevant response)	

<p>2.1.2</p> <ul style="list-style-type: none"> • Slaves were needed mainly for their labour / to work for their owners • Work on the plantations • Work in the mines • Building /construction • Domestic work in the homes of their • In Africa and America they were also used in war to assist ✓✓ (2) <p>(any one of the above and any other relevant response) Credited 2</p>
<p>2.1.3 West ✓ (1)</p>
<p>2.1.4 By raiding their weaker neighbors.(Any other relevant answer) ✓ (1)</p>
<p>2.1.4 A Market or place where slaves are bought and sold. ✓✓ (2)</p> <p>2.1.5 They were chained OR locked up in cages ✓✓ (2)</p> <p>2.1.6 It is a process whereby the slave capturers sell the slaves in an open market. ✓✓ (2)</p>
<p>2.2</p> <p>2.2.1 The slaves were transported in slave ships across the Atlantic Ocean to America. ✓ (1)</p> <p>2.2.2 -Kept in very inhumane conditions -deprived of sufficient food and water -Physically abused / beaten -Denied proper medical treatment when sick or injured</p> <p>(Any relevant response) Credit only two ✓✓ (2)</p>
<p>2.2.3 Trans-Atlantic trade. ✓</p>
<p>2.2.4 Coffee, Tea, Sugar, Tobacco, Cotton Credit only two ✓✓✓✓ (4)</p>
<p>2.2.5 Europe ✓ (1)</p>
<p>2.2.6 Candidates, in answering this question, reference should be made to the aspects stated below:</p> <ul style="list-style-type: none"> • were bought and sold as if they were not human • were traded (bought and sold) as if they were goods or animals • captured and taken violently (beaten/whipped) • put in chains or tied up with ropes • kept in cells or cages • sold and bought at auctions like goods and animals • physical assaulted / physically abused • may were lynched /killed <p>• Credit Any other relevant response.</p>

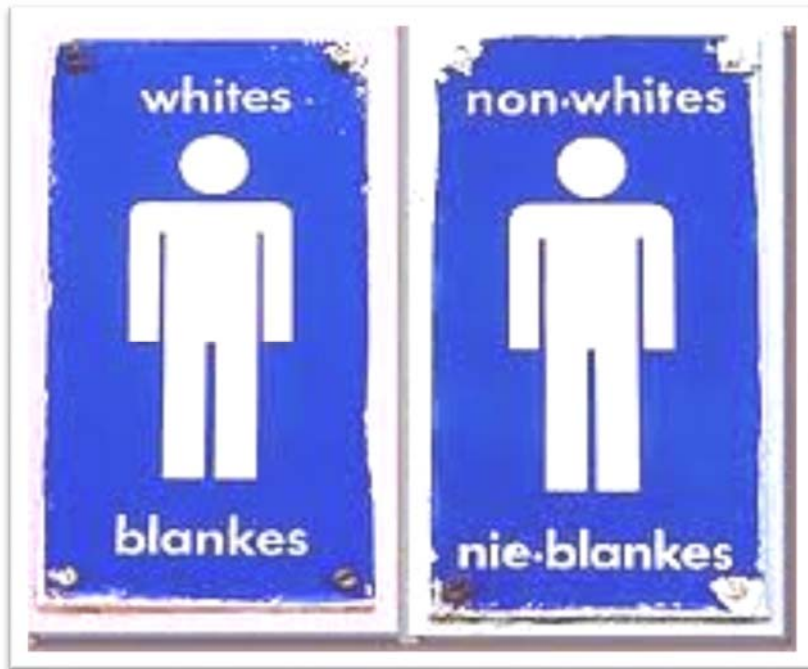
NB. Assess the paragraph holistically, use the rubric below: ✓✓✓✓✓ (5)

LEVEL 1	<ul style="list-style-type: none"> • Cannot explain anything about slavery during this period • Cannot provide any relevant facts or information about slavery • Has minimal or no knowledge about the topic 	0 – 1
LEVEL 2	<ul style="list-style-type: none"> • Has attempted to explain something about slavery • Is knowledgeable about the slavery • Is knowledgeable about the Question 	2 – 3
LEVEL 3	<ul style="list-style-type: none"> • Has answered the question well • Has provided relevant information on the topic • The answer given does address the question – meaning 'How inhuman/cruel was slavery 	4 - 5

TOTAL: 50

Grade 9 Term 3 Project

How apartheid affected people's lives and how people responded to it.



GRADE 9 ORAL HISTORY PROJECT

What is a project?

A project is a planned task given to learners to apply knowledge gained in class. Projects are practical, comprehensive and open-ended and are done over a period of time. They allow learners to apply skills, knowledge and strategies, thus developing competencies essential for future learning. Projects make the content more concrete for learners, and in that way the curriculum is enhanced and strengthened. Projects may involve investigation and research, which allow learners

to build models, compile reports, write essays, design posters and also do presentations.

In Social Sciences learners have to complete ONE project in either History or Geography in a grade in a given year. Grade 9 learners do a history project in the third term. Projects should be started towards the beginning of the term and learners are to understand the topic question of the project before attempting it. The educator can break up the project into little parts for easy monitoring, guiding and correcting learners' efforts (progress).

The project guideline (exemplar) below sets the minimum standard required for doing a Grade 9 project. Teachers are allowed to pitch the standard of their projects higher, taking into account learners' cognitive development and the teacher's guidance and support.

Grade 9 Oral History Project –Term 3

Topic: How apartheid affected people's lives and how people responded

The project has **two parts**

Part one of the project: A written research task

Choose one apartheid law and write as much as you can about the law in your own words. Use textbooks, library books, encyclopedias, reliable websites on the Internet, etc. Research all about the law, i.e. when and why the law was passed, what powers it gave the government. How people felt about it and how they responded. Do not forget to write where you get the information (bibliography). Your written report must include illustrations, i.e. drawings, pictures, photographs, cartoons, maps, etc. These illustrations must be relevant and include captions or titles and brief explanations.

Laws you can choose from: Group Areas Act (1950), Population Registration Act (1950), Separate Amenities Act (1953), Bantu Education Act (1953), Prohibition of Mixed Marriages Act (1949) and Morality Act (1950), Native Abolition of Passes Act (1951), Homeland Policy, compulsory military service for white boys and men.

Structure of a written research task

1. **Introduction:** State the law you have researched and reason(s) why you chose it
2. **Body:** Write 3 paragraphs of 8 – 10 lines
Paragraph 1: When the law was passed, implemented and why?
Paragraph 2: What changed with the law being put in place (implemented)?
Paragraph 3: What attitudes people had towards the law? How people responded?
3. **Conclusion:** Why you think this law is interesting or important to know?

Part Two of the project: Oral History task

The learner must find out more about the law from someone whose life was affected by it. Conduct an interview with someone who was affected by the apartheid law you have chosen. Consider the following:

- Discuss what kind of person will be suitable for interview, i.e. a person who was directly affected by the law.
- Develop 10 questions for an interview, ranging from easy to make the person relax to more in-depth questions for more information.
- Hand in your interview questions to your teacher for correction and guidance.
- Conduct the interview. Ask your prepared questions, but be flexible. If your interviewee mentions something interesting that you have not thought about, ask for more details.
- Write down notes during the interview to remind you what the interviewee said
- At the end of the interview thank your interviewee for his/her time
- Write a short story about the person you interviewed – **focus** on how the person was affected by the law and how the person responded to the law.
- Your own reflection on the experience of doing the project, including what was interesting, how it made you rethink your own views and anything relevant.

Steps and timeframes to do the project

Step 1: A written research about the law (2 weeks)

Step 2: Writing a bibliography

Step 3: Oral history (4 weeks)

- Finding a person to interview
- Developing 10 questions for interview
- Conducting an interview
- Writing a short story about the interviewee
- Your own reflection
- Complete attached forms

The format of the project

Present your work on A4 sheets of paper stapled together. You may include relevant drawings or pictures to enhance the understanding of the topic

1. Cover page: (pp 1)
 - Surname, name and grade
 - Topic: How apartheid affected people's lives and how people responded
 - Appropriate illustrations or relevant picture(s)
2. Table of content (pp 2)
3. Your chosen apartheid law (Your written research) (pp 3 – 4)

4. Bibliography (pp 4 -5)
5. Interview questions and rough notes taken during interview
6. The story about the interview (oral history) (pp 6 – 7)
7. Your reflection on the experience (pp 8)

ASSESSMENT OF THE PROJECT

1. Assessment of written research

Name of the learner _____ Grade 9 _____

Criteria	0 -1 mark	2 marks	3 marks	4 marks	5 marks	Learner Marks
Introduction	Irrelevant introduction	Poor introduction	Adequate introduction	Clear introduction	Very good and relevant introduction	
Law and meaning	Law not fully understood	Poorly explained	Adequate explanation of the law	Good analysis of the law	Excellent analysis of the law	
Effects of the law	Not fully understanding effects of the law	Little understanding of the effects	Adequate understanding of the effect	Good understanding of the effects	Excellent understanding of the effects	
People's response to the law	No understanding of person's response	Little understanding of the person's response	Adequate understanding of the person's response	Good understanding of the person's response	Excellent understanding of the person's response	
Own remark / conclusion	No real understanding about the situation	Little understanding with gaps	Fair understanding	Good understanding	Excellent and insightful remark	
Bibliography	No bibliography	Very few sources and errors in bibliography	Adequate sources used with few errors in bibliography	Good sources with minor errors in bibliography	Excellent and varied sources used; correct bibliography	
					TOTAL	/30

2. Assessment of the oral history

Criteria	1 mark	2 marks	3 marks	4 marks	5 marks	Learner Marks
Interviewee	Person interviewed not appropriate	Person interviewed but lack information	Person interviewed was appropriate	Good choice and assisted the learner with the project	Excellent choice and elicited information for the learner	
Interview questions	Questions not enough and most not appropriate	Enough questions but some not appropriate	Questions open-ended, fair and sufficient	Questions appropriate and open-ended	Questions open-ended, appropriate and informative	
Presentation of the information from the interview	Information was not accurately transcribed	Information show a lot of gaps	Information was accurate, analysed and correctly organised	Information was well analysed, and correctly organised	Information exceptionally analysed and coherently organised	
Cover page, table of content, inclusion of interview questions and rough notes	Some elements not there and some not correct	Some elements there but haphazardly presented and not impressive	Most elements there with minor errors and satisfactorily presented	All elements there and well presented	All elements evident, excellently presented	
Self-reflection	Comments not appropriate for the topic	Comments show some lack of understanding	Comments show fair understanding	Comments show depth of thought and understanding	Comments show excellent depth and understanding	
Neatness	Overall project is not neat	Project has elements that are not neatly presented	Project is fairly neat	Project is impressive	Project is excellently presented and very neat	
TOTAL						/30

Name of the Learner _____

Grade 9 _____

INTERVIEW CONSENT FORM

NAME OF SCHOOL: _____

ORAL HISTORY PROJECT: GRADE 9

Topic of interview: _____

Name of learner(s): _____

Date: _____

Place: _____

Time: _____

I, _____, hereby give consent
for _____ to interview me for the above school
project. I understand that this is a school project and that this information may be
used publicly for educational purposes.

Interviewee's signature: _____

Learner's parent / guardian / caregiver signature: _____

School Stamp

NAME OF SCHOOL

ORAL HISTORY PROJECT: GRADE 9

Dear parent / guardian / caregiver and interviewee

The Grade 9s will be doing Oral History as part of the Curriculum and Assessment Policy Statement (CAPS). Part of the learning involves conducting actual interviews with individuals on some of the key turning points in South Africa's history as part of their Formal Assessment Tasks.

The project will be done in the third term.

The aims of the project are to:

- expose learners to oral history as a source of historical information and type of evidence.
- teach learners how to construct interview questions relevant to the topic.
- give learners the experience of conducting interviews.
- teach time management skills.
- give learners an opportunity to appreciate the rich histories of their communities.

The information in the project will not be used for formal research project purposes. The information will be used as educational and teaching material in the classroom.

The interview should not be more than 60 minutes long. Please sign the consent from below and submit it to the interviewer.

Your cooperation and openness to the learners will be deeply appreciated. Please call the school for further information and clarification.

Thank you

I, _____, agree to participate in this project. My contact details are:

Signature of Interviewee: _____

Date: _____

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