

OXFORD

Successful

Social Sciences

TEACHER'S GUIDE

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Review Copy

GRADE

8

WITH EXAM INFO AND EXEMPLAR PAPERS

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Oxford University Press Southern Africa (Pty) Ltd

Vasco Boulevard, Goodwood, Cape Town, Republic of South Africa
P O Box 12119, N1 City, 7463, Cape Town, Republic of South Africa

Oxford University Press Southern Africa (Pty) Ltd is a subsidiary of
Oxford University Press, Great Clarendon Street, Oxford OX2 6DP.

The Press, a department of the University of Oxford, furthers the University's objective of
excellence in research, scholarship, and education by publishing worldwide in

Oxford New York

Auckland Cape Town Dar es Salaam Hong Kong Karachi
Kuala Lumpur Madrid Melbourne Mexico City Nairobi
New Delhi Shanghai Taipei Toronto

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Argentina Austria Brazil Chile Czech Republic France Greece
Guatemala Hungary Italy Japan Poland Portugal Singapore South Korea
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Published in South Africa

by Oxford University Press Southern Africa (Pty) Ltd, Cape Town

Oxford Successful Social Sciences Grade 8 Teacher's Guide

ISBN 9780199050437

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First published 2006

Second edition 2013

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Publisher : Elaine Willams

Managing Editors: Lize Venter-Horn / Allison Staals

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Bibliographic details of resource material were removed to comply with the DBE’s review process. They will be restored to the final versions of these books.



How this course works

This series meets the requirements of the *National Curriculum and Assessment Policy Statement* (CAPS) for the Senior Phase.

In Grade 8, this series consists of two core components: a Learner's Book and a Teacher's Guide.

The Learner's Book

The Learner's Book provides content and subject knowledge as well as activities for learners to develop, practise and consolidate their knowledge and skills.

Written texts are supported by photographs and illustrations that help to explain content. All examples, activities and illustrations are representative of all cultural groups.

Activities steadily become more challenging so that learners progressively develop their understanding of concepts.

The Teacher's Guide

The Teacher's Guide provides you, the teacher, with all the planning, teaching and assessment tools. Teachers receive guidance on how to teach important concepts.

How to use the Teacher's Guide

The Social Sciences Teacher's Guide covers History and Geography, and provides rich resources to ensure complete curriculum coverage and the successful development of Social Sciences skills in Grade 8:

The Teacher's Guide supports you by providing support and information on how to teach the subject. Some of the features you will find in the Teacher's Guide include the following:

Section 1 Guidelines to teaching in the Senior Phase

The National Curriculum and Assessment Policy Statements

This series is based on the *National Curriculum Assessment Grades R-12 (NCS, January 2012)*, which is the policy document for learning and teaching in South Africa. The NCS consists of three documents, namely:

- Curriculum and Assessment Policy Statements (CAPS) for all approved subjects for Grades R-12
- National Policy pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12
- National Protocol for Assessment Grades R-12 (January 2012)

Each CAPS document has four sections:

- Section 1: Introduction to the Curriculum and Assessment Policy Statements for the specific subject
- Section 2: The specific subject's aims, time allocations and requirements to offer it, as a subject
- Section 3: Overview of topics and teaching plan for the specific subject
- Section 4: Assessment in the specific subject

Defining subject, the CAPS and teaching terminology for the teacher

Providing Formal Assessment Tasks as required by the CAPS

Summary and revision

1.1 I	✓
1.2 F	✓
1.3 G	✓
1.4 H	✓
1.5 C	✓
1.6 E	✓
1.7 A	✓
1.8 J	✓
1.9 B	✓
1.10 D	✓
2.1 Solusi	✓
2.2 camel	✓
2.3 caravan	✓
2.4 add	✓
2.5 Prophet Muhammad	✓
2.6 Arabia	✓
2.7 Mansa	✓
2.8 salt pork	✓
2.9 Mecca	✓
2.10 machete	✓
2.11 Djambi	✓
2.12 eye witness	✓

Pacing

This unit will take about three hours to complete. There are two activities in this unit.

TIP!

Write key words on the board so that learners don't forget about the main topics points.

Activity 1 Draw a cross section of the Earth

Guidelines to implement this activity

Following on from Module 1, emphasise accuracy and neatness when calculating distances and drawing and labeling diagrams.

Suggested answers

1. Refer to the diagram in the Learner's Book page 44. Learners will copy this drawing.

Structuring the course into lessons, with advice on pacing content according to the CAPS

Additional resources support core content

Resources

- Map of South Africa
- <http://www.southafrica.net> and <http://www.southafrica.net>
- <http://www.southafrica.net> and <http://www.southafrica.net>

Vocabulary

Write the right definition to the learner in the 'Yes/No' box in the margin of the Learner's Book. Make sure you draw attention to them as you go through the unit. When you reach the last activity, the new words, read and write words in the margin when they are used. Use the margin to write the new words in their own sentences.

Pacing

This unit will take about five hours' teaching time. There are two activities.

Activity 2 Identify bias and point of view

Guidelines to implement this activity

- Learners must write their answers in their notebooks. They can work in class or do this activity for homework or a contribution of the class.
- Go through the answers in class.
- Learners should mark their own work.

The National Curriculum and Assessment Policy Statements

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- Section 1: Introduction to the Curriculum and Assessment Policy Statements for the specific subject
- Section 2: The specific subject's aims, time allocations and requirements to offer it as a subject
- Section 3: Overview of topics and teaching plan for the specific subject
- Section 4: Assessment in the specific subject.

Sections 2, 3 and 4 of the CAPS documents, together with the National Policy pertaining to the Programme and Promotion Requirements of the NCS, represent the norms and standards of the *National Curriculum Statement Grades R–12*. Together these documents are the basis for determining minimum outcomes, processes and procedures for the assessment of learner achievement in public and independent schools.

Instructional time allocation

The instructional time in the Senior Phase is as follows:

Subject	Teaching hours per week	Total hours per term
Home Language	5	50
First Additional Language	4	40
Mathematics	4,5	45
Natural Science	3	30
Social Sciences	3	30
Technology	2	20
Economic Management Sciences	2	20
Life Orientation	2	20
Creative Arts	2	20
Total	27,5	275

Learning in the Senior Phase

Topic overview

	Grade 7	Grade 8	Grade 9
Term 1	History: The kingdom of Mali and the city of Timbuktu in the 14th century Geography: Map skills (Focus: Local maps)	History: The Industrial Revolution in Britain and Southern Africa Geography: Maps and globes (Focus global and local)	History: World War II (1919–1945) Geography: Map skills (Focus: Topographic and orthophoto maps)
Term 2	History: The Transatlantic slave trade Geography: Earthquakes, volcanoes and floods	History: The Mineral Revolution in South Africa Geography: Climate regions (Focus: South Africa and world)	History: The Nuclear Age and the Cold War (1945–1990) Geography: Development issues (Focus: South Africa and world)
Term 3	History: Colonisation of the Cape in the 17th and 18th centuries Geography: Population growth and change (Focus: World)	History: The scramble for Africa: late 19th century Geography: Settlement (Africa with a focus on South Africa)	History: Turning points in South African history 1948 and 1950s Geography: Surface forces that shape the earth (Physical Geography)
Term 4	History: Co-operation and conflict on the frontiers of the Cape Colony in the early 19th century Geography: Natural resources and conservation in South Africa	History: World War I (1914–1918) Geography: Transport and trade (Focus: South Africa and world)	History: Turning points in South African history 1960, 1976 and 1994 Geography: Resource use and sustainability (Focus: World)

Overview

Assessment is about collecting evidence of the learners' learning. It is an integral part of teaching and learning, and should be planned when planning the lesson content. Assessment helps to identify the needs of the learners. It also provides evidence of progress, enables teachers to reflect on what they are doing, and provides for feedback and reporting to all stakeholders. Good assessment practice in Social Sciences includes:

- assessing whether skills and aims are applied to content knowledge
- providing feedback.

Teaching plan for Social Sciences Grade 8

This teaching plan shows:

- the pacing of the topics for the course by term
- where to find the relevant content and activities in the Learner's Book
- when Formal Assessment takes place, cross-referenced to suitable activities in the Learner's Book.

This teaching plan follows the time allocations as set out in the CAPS for Social Sciences. It assumes three hours of teaching per week.

Term	Content/topics (as per CAPS)	Learner's Book	Activities and assessment
1	Maps and globes	Module 1 page 7	
	Maps and atlases <ul style="list-style-type: none"> • Latitude and longitude – degrees and minutes • Using the atlas index to find places on a map • Kinds of scale in an atlas (world, regional, local) • Scale • Places in the news (ongoing throughout the year) 	Unit 1 pages 8–15	Activities 1–5

Term	Content/topics (as per CAPS)	Learner's Book	Activities and assessment
1	The globe <ul style="list-style-type: none"> Hemispheres (review from Grade 6) The Earth's rotation on its axis – day and night (review) World time, time zones and the international date line South African standard time The Earth's revolution around the sun 	Unit 2 pages 16–22	Activities 6–10
	Satellite images <ul style="list-style-type: none"> What satellite images look like Information from satellite images – water vegetation, land use and cloud patterns How satellite images are used 	Unit 3 pages 23–24	None

Term	Content/topics (as per CAPS)	Learner's Book	Activities and assessment
1	The Industrial Revolution in Britain and Southern Africa from 1860	Module 2 page 27	
	Changes during the Industrial Revolution in Britain <ul style="list-style-type: none"> Wealth from slave trade Economy before the Industrial Revolution: farming economy, cottage industries What the Industrial Revolution was Social changes during the Industrial Revolution Labour, resistance, the trade union movement and working class organisations Increased power and wealth of Britain and Western European economies 	Unit 1 pages 28–36	Activities 1–4
	Southern Africa by 1860 <ul style="list-style-type: none"> Map and brief description of political settlement Indentured labour from India to work on sugar plantations in British colony of Natal 	Unit 2 pages 37–40	Activities 5–6

Term	Content/topics (as per CAPS)	Learner's Book	Activities and assessment
1	Diamond mining in Kimberley 1867 onwards <ul style="list-style-type: none"> Why diamonds are so valuable British take-over of diamond-rich land in Griqualand West Diamond –mining and the development of a monopoly: one person one claim; what happened to black claimholders; problems relating to digging deeper; the formation of companies; Cecil John Rhodes and Barney Barnato; the formation De Beers Consolidated Mines Limited; regulating supply and the price of diamonds 	Unit3 pages 41–44	Activities 7–8
2	Climate regions Factors that influence temperature and rainfall <ul style="list-style-type: none"> Distance from the equator (latitude) Distance from the sea Height above sea-level (altitude) Ocean currents Mountains (relief) 	Module 3 page 47 Unit 1 pages 48–53	Activities 1–2

Term	Content/topics (as per CAPS)	Learner's Book	Activities and assessment
2	South Africa's climate <ul style="list-style-type: none"> Physical map of South Africa- (review Grade 6) How each of the above factors influence temperature and rainfall in selected places such as Beaufort West Cape Town, Durban, George, Johannesburg, Mbombela, Mmabatho, Mthatha, Port Nolloth, Upington 	Unit 2 pages 54–59	Activities 3–5
	Climate around the world <ul style="list-style-type: none"> Difference between weather and climate (review from Grade 5) Elements of weather – temperature, humidity, winds and precipitation Kinds of climate: Tropical, subtropical, temperate, desert, semi-desert, continental, polar. Mediterranean, tundra and high mountain (alpine) Temperature and rainfall characteristics of different kinds of climate (bar and line graphs) Climate regions of the world 	Unit 3 pages 60–68	Activities 4–8

Term	Content/topics (as per CAPS)	Learner's Book	Activities and assessment
2	The Mineral Revolution in South Africa	Module 4 page 71	
	Britain, diamond mining and increasing labour control and land expansionism <ul style="list-style-type: none"> Increasing control over black workers: closed compounds and migrant labour Further land dispossession and defeat of African Kingdoms: Xhosa 1878 and Pedi and Zulu 1879 	Unit 1 pages 72–76	Activities 1–2
	Deep-level gold-mining on the Witwatersrand 1886 onwards <ul style="list-style-type: none"> Why is gold valuable? The discovery and mining of deep-level gold on the Witwatersrand The Mineral Revolution as a turning point in South African history 	Unit 2 pages 77–90	Activities 3–9
3	Settlement (Africa with a focus on South Africa)	Module 5 page 93	
	Settlement and land-use <ul style="list-style-type: none"> Urban settlements Rural settlements 	Unit 1 pages 94–98	Activities 1–3

Term	Content/topics (as per CAPS)	Learner's Book	Activities and assessment
3	Land use on aerial photographs and large scale maps <ul style="list-style-type: none"> What aerial photographs look like (oblique and vertical) Information from aerial photographs-natural and constructed features Identifying land uses in urban settlements (aerial photographs and large-scale maps) 	Unit 2 page 99–102	Activities 4–5
	Investigation of a settlement (project) <ul style="list-style-type: none"> An independent study of a settlement known to the individual learner 	Unit 3 pages 103–107	None
	Urbanisation <ul style="list-style-type: none"> Concept of urbanisation Why cities are growing- push and pull forces of migration (Africa with focus on South Africa) Overview on urbanisation in South Africa- including issues associated with apartheid population controls Social issues related to the growth of cities- such as housing and service provision(including health care and education) 	Unit 4 pages 108–112	Activities 7–10

Term	Content/topics (as per CAPS)	Learner's Book	Activities and assessment
3	The scramble for Africa	Module 6 page 115	
	European colonisation of Africa in the late 19th century <ul style="list-style-type: none"> • Africa before European colonisation • Cause of colonisation • Patterns of colonisation: which countries colonised which parts of Africa • Why European powers were able to colonise Africa so quickly • Results of colonisation 	Unit 1 pages 116–125	Activities 1–5
	Case study: The Ashanti Kingdom <ul style="list-style-type: none"> • The coast of West Africa before the arrival of the Europeans • The Ashanti and their early contact with European traders and explores • The British and the colonisation of the Gold Coast • Results of colonisation for Ashanti kingdom and Britain 	Unit 2 pages 126–132	Activities 6–8

Term	Content/topics (as per CAPS)	Learner's Book	Activities and assessment
4	Transport and trade	Module 7 page 135	
	Trade and transport around the world <ul style="list-style-type: none"> Reasons for trade (Review from Grade 6) Links between trade and transport-examples to illustrate Different modes of transport and their uses: sea, road, rail and pipeline 	Unit 1 pages 136–139	Activities 1–3
	Trade and transport in South Africa <ul style="list-style-type: none"> Major roads , railways , airport and harbours in South Africa (map) Case study of a selected South African harbour Advantages and disadvantages of road and rail transport Requirements for future transport networks 	Unit 2 pages 140–146	Activities 4–6
	People and transport in urban areas <ul style="list-style-type: none"> Public transport systems in urban areas- such as buses and trains Private modes of transport-such as minibus taxis, cars and bicycles Transport issues-such as cost for commuters, traffic congestion and pollution Public transit strategies-such as rapid transport systems, subsidised public transport, bus and cycle lanes, park and ride, car-free zones 	Unit 3 pages 147–154	Activities 7–9

Term	Content/topics (as per CAPS)	Learner's Book	Activities and assessment
4	World War I (1914-1918)	Module 8 page 157	
	Reasons why World War I broke out <ul style="list-style-type: none"> Overview of long-term causes: Nationalism, industrial economies, control of seas, colonisation and empires Immediate cause: Assassination of Archduke of Austria at Sarajevo Countries in Europe which fought Allied Powers vs. Central Powers 	Unit 1 pages 158–161	Activities 1–2
	Aspects of experiences in World War I <ul style="list-style-type: none"> Conscription and propaganda in Britain Conscientious objectors Trench warfare on the Western Front Music and poetry World War I and South Africa 	Unit 2 pages 162–169	Activities 3–5
	Woman in Britain during World War I <ul style="list-style-type: none"> Changing roles of women in the workplace in Britain in World War I Emmeline Pankhurst and the campaign for the vote for women in Britain 	Unit 3 pages 170–174	Activities 6–7
	The defeat of Germany and the Treaty of Versailles	Unit 4 pages 175–176	Activity 8

Example of a lesson plan

Some may find daily lesson plans useful, although these are not a formal policy requirement. An example of how to complete a lesson plan is below.

Date:	Grade: 8	Term: 1
Module: 1	Unit: 1	Contact time: 1 hour
Content/concept: Maps and atlases – Locate places on a map of the world	Activity 1: Cross reference countries to find co-ordinates of latitude and longitude	Resources required: World map with latitude and longitude Index at the back of a map
Activity 1: Places where people live		
Links with previous activity: N/A		
Links with next activity: N/A		
Teaching plan Use world map and atlas to find the latitude and longitude of countries.		
Assessment: Teacher / class discussion		
Teacher reflection:		

Assessment

Assessment is the planned process of identifying, gathering and interpreting information about learners' performance on an on-going basis. Assessment should be both informal and formal, and a variety of assessment tasks should be used. Learners should timeously receive feedback on both informal and formal assessment.

Informal or daily assessment

Informal assessment is a daily monitoring of learners' progress. This is done through observations, discussions, practical demonstrations, learner-teacher conferences, informal classroom interactions, etc. For example, activities on pages 33, 74 and 100 are suitable for informal assessment.

CAPS tells us that informal assessment should be used to provide feedback to the learners and to inform planning for teaching, but need not be recorded or taken into account for promotion. It should not be seen as separate from learning activities taking place in the classroom. Learners or teachers can mark these assessment tasks.

Learners often experience difficulty completing extended writing. This is why we have provided activities such as Activity 6 on page 40 and Activity 6 on page 171.

Learners should read and write regularly; starting with sentences and paragraphs and building up to extended pieces of work. Much of this may be structured by working through activities provided in Social Sciences.

Formal assessment

Certain tasks make up a formal programme of assessment for the year. Formal assessment tasks are marked and formally recorded by the teacher for progression and certification purposes. All formal assessment tasks are subject to moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained.

Formal assessment provides teachers with a systematic way of evaluating how well learners are progressing in a grade and in a particular subject. Examples of formal assessments include tests, examinations, practical tasks, projects, oral presentations, demonstrations, performances, and so on. Formal assessment tasks form part of a year-long formal programme of assessment in each grade and subject.

Formal Programme of Assessment

Formal assessment requirements of Social Sciences

History and Geography must be assessed separately. The forms of assessment used should be appropriate for learners' age and developmental level.

Learners must complete formal assessments each term for History and for Geography. Formal assessments include formally assessed tasks, along with projects and examinations. (Refer to programme of assessment on the next page.)

Types of formal assessment for Social Science

Projects

Learners complete one project in Social Sciences in each grade. They therefore do a project in either History or Geography in a given year.

In Grade 7, learners will complete a Geography project in Term 1. In Grade 8 learners will complete a Geography project in Term 3. In Grade 9, learners will complete a History project in Term 3.

Tests and examinations

Tests and examinations for formal assessment should cover a substantial amount of content.

Tests and examinations must be completed under strictly controlled conditions.

Each test and examination must cater for a range of cognitive levels. (Refer to the table in the section on planning for assessing later in this section.)

Cognitive level	Percentage
Lower order: Knowledge and recall	30
Middle order: Comprehension and application	50
Higher order: Analysis, evaluation and synthesis	20

Tasks

Tasks should be designed to cover the content and concepts of the subject and include a variety of activities selected to assess the identified aims and skills.

Before handing out an assessment task to learners, teachers should ensure that they are able to answer all the questions themselves. When teachers set an assessment task, they should draw up a memorandum of answers and/or a rubric for the assessment. Refer to the seven-point rating code or scale of achievement when constructing a rubric.

Feedback should acknowledge strengths and identify areas of weakness for learner's developmental needs. Action plans on how learners will be supported should accompany this feedback. It is important that the feedback provided to learners encourages them to do better, and builds their self-confidence.

Planning for assessment

We have provided a full assessment plan for you.

Programme of Assessment

Programme of assessment			
Term 1	Geography	Task: Maps and globes (page 22) 20 marks	School-based assessment (SBA) 40% 170marks Mid-year exam = 100 marks Total: 270 marks (Your mark $\div 2.7 \times 0.4$ = your total %)
	History	Task: The Industrial Revolution in Britain and southern Africa (page 40) 45 marks	
Term 2	Geography	Test: Climate regions (page 66) 20 marks	
	History	Test: The Mineral Revolution in South Africa (page 80) 20 marks	
	Geography	Practice mid-year exam (page 181) Unseen mid-year exam in Teacher's Guide Geography: 50 marks	
	History	History: 50 marks Total: 100	
Term 3	Geography	Project: Investigation of a settlement (page 103) 50 marks	
	History	Task: The scramble for Africa (page 125) 15 marks	
Term 4	History	Practice year-end exam (page 185)	
	Geography	Unseen year-end exam in Teacher's Guide Geography: 50 marks History: 50 marks Total: 100	
		Total mark	SBA: 40% Year-end exam: 60% Total: 100%

Please note: the CAPS for Social Sciences indicates the possibility that the ratio for SBA and year-end assessment could be reversed (60% SBA and 40% year-end exam). If so, use this formula:

- Year-end exam = 100 marks (Your mark $\times 0.6$ = your total %)
- SBA = 250 marks (Your mark $\div 2.5 \times 0.4$ = your total %)

SBA: 40%

Year-end exam: 60%

Total: 100%

Metacognitive strategies

What are metacognitive strategies and how can I use them?

Metacognition is the process of thinking about how you think. Adults often do this automatically. Before taking on something new, we may ask ourselves: What do I already know about this? What will help me understand it better? How is it structured? As we engage with a text or action, we may ask ourselves: Did I understand that? Why do I think that? How does this connect with what I already know? How could I apply this in my life? Then we evaluate what we have learnt or done by asking questions like: Did I understand that well? What strategies helped and what strategies didn't help? What should I do the next time I take on a task like this?

Learners, however, are often unaware of how they think and engage with learning material. You help learners to learn independently by explicitly guiding them to plan, monitor, and evaluate their reading and learning strategies. This is particularly effective for those learning in English as a second language and for learners who are struggling. It can dramatically improve their performance.

You teach metacognitive skills by asking learners to explain what they are thinking and what strategies they are using to understand material. This is best done in small groups. You can also use "think aloud" strategies when engaging with texts and images. "Think-alouds" are often effective when reading texts to learners, and during small-group and pair reading exercises. Here is an example of how to teach metacognitive strategies using a "think aloud":

- 1 Choose a short piece of text and note where you will stop during reading to model your thought processes.
- 2 Things to include in this planning stage could be:
 - reading the text title and the table of contents
 - looking at the images and predicting what the text may be about
 - skim-reading the text looking for headings, words in bold, and summaries. As you skim read, think about what you already know about the subject and what more you would like to know.
- 3 In class, explain to the learners what you will be doing. Start by explaining how you planned before reading the text.
- 4 To monitor understanding during reading, you can explain where you stopped to ask yourself whether you understood the content. If the text has a long or complex sentence, describe how you divided it up to understand it. Find places where you could ask questions such as:

- Why would this ...?
 - Is this similar to ...
 - How can I figure out what this new word means?
 - What does the writer want me to know?
 - What do I think will happen next? Why do I think that?
 - Do I need to re-read this for detailed information?
- 5 Now show learners how to evaluate their metacognitive strategies by asking and answering questions such as:
- Did I read and understand this well?
 - What helped me to understand? What didn't help?
 - What should I do next time I read about this topic?
 - What will help me remember what I read?

By engaging with how learners think, you can better prepare them for their lives and learning in the future.

Review Copy

Cognitive levels and abilities for Social Sciences in the Senior Phase

KNOWLEDGE AND RECALL	COMPREHENSION/ UNDERSTANDING	APPLICATION	CONCEPTUAL REASONING: ANALYSIS	CONCEPTUAL REASONING: SYNTHESIS	CONCEPTUAL REASONING: EVALUATION
Low order	Middle order		High order		
Absorb Count Define Identify Label List Match Memorise Name Outline Point out Quote Recite Recognise Repeat Remember Reproduce Respond Select State Trace	Classify Compare Convert Discuss Distinguish Define Demonstrate Describe Estimate Explain Generalise Give examples Illustrate Infer Interpret Match Paraphrase Restate Rewrite Select Summarise Translate	Change Compute Construct Demonstrate Draw Illustrate Predict Relate Solve Use	Break down Differentiate Discriminate Investigate Organise Relate Separate Subdivide	Abstract Arrange Combine Compile Construct Create Design Discuss Formulate Generalise Generate Group Integrate Organise Summarise	Appraise Conclude Contrast Create Critique Criticise Decide Dispute Evaluate Grade Judge Justify Interpret Support Recommend

Inclusive assessment

Teachers need to develop adaptive and alternative methods to assess learners with barriers to learning, so that learners are given opportunities to demonstrate competence in ways that suit their needs. Here are some examples of how to assess these learners while still maintaining the validity of the assessment.

Some learners may need concrete apparatus for a longer time than their peers.

- Assessments tasks, especially written tasks, may have to be broken up into smaller sections for learners who cannot concentrate or work for a long time, or they may be given short breaks during the tasks. Learners can also be given extra time to complete tasks.
- Some learners may need to do their assessment tasks in a separate venue to limit distractions.
- A variety of assessment instruments should be used, as a learner may find that a particular assessment instrument does not allow him/her to show what they can do.
- Learners who cannot read can have tasks read to them and they can orally dictate answers. Assessment can also include a practical component in which learners can demonstrate their competence without having to use language.
- A sign language interpreter can be used.
- Assessment tasks could be available in Braille or enlarged with bolded text.
- Assessment can include the use of Dictaphones or computers with voice synthesisers.
- The forms of assessment used should be age and developmental level appropriate. The design of these tasks should cover the content of the subject and include a variety of tasks designed to achieve the objectives of the subject.

Recording and reporting assessment

- **Recording:** Recording documents the level of a learner's performance in a specific assessment task. It indicates learner progress towards the achievement of the knowledge as prescribed in the curriculum. Records of learner performance should be used to verify the progress made by teachers and learners in the teaching and learning process.
- **Reporting:** Learners' performance can be reported in a number of ways. These include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters etc. Teachers in all grades report in percentages against the subject. The various achievement levels and their corresponding percentage bands are as shown in the table below.

Rating code	Description of competence	Marks
7	Outstanding achievement	80–100
6	Meritorious achievement	70–79
5	Substantial achievement	60–69
4	Adequate achievement	50–59
3	Moderate achievement	40–49
2	Elementary achievement	30–39
1	Not achieved	0–29

Show History and Geography separately and together on school report, as in the example below:

Social Sciences	
History	%
Geography	%
Average (Social Sciences)	

Overview of specific aims and skills for Social Sciences

Geography

The Geography curriculum develops the knowledge of learners. The content and the associated concepts in the Learner's Book speak to the geographical aims and skills listed in the CAPS.

Aims addressed	Skills acquired
Learners are curious about the world they live in	asking questions and identifying issues discussing and listen with interest collecting and referring to information (including newspapers books and, where possible, websites)
Learners have a sound general knowledge of places and the natural forces at work on earth	reading and using sources in order to assimilate information using information to describe, explaining and answering questions about people, places and the relationship between the two
Learners understand the interaction between society and the natural environment	considering, synthesising and organising information making links between cause and effect; change and continuity acknowledging and appreciating diverse lifestyles and world views
Learners think independently and support their ideas with sound knowledge	using geographical knowledge to solve problems discussing and debating issues recognising bias and different points of view developing own ideas based on new knowledge suggesting solutions to problems
Learners care about their planet and the well-being of all who live on it	engaging with issues relating to the planet, its people and resources with knowledge and sensitivity acting responsibly towards people and the environment

Aims addressed	Skills acquired
Learners understand and work with a range of sources – including maps, data and photographs	using and drawing maps identifying and extracting information from texts, atlases and other sources including visual sources such as photographs working with data and statistics in the form of graphs, tables and diagrams cross-referencing information using different sources
Learners observe and engage with phenomena in their own environment	developing observation, interviewing and recording skills through fieldwork interviewing people and applying social skills processing, interpreting and evaluating data
Learners find out about places, people, events, and issues using different sources, for example books, people, photographs, the Internet	devising and framing questions developing and applying research skills analysing, processing and presenting information
Learners communicate ideas and information	speaking in a clear and informed way writing in a structured and coherent way drawing maps, sketches, simple illustrations, graphs, and flow charts providing reasoned explanations
Learners make informed decisions and take appropriate action	working co-operatively and independently planning and evaluating actions systematically and critically

History

The History curriculum aims to foster an interest in and enjoyment of the study of the past. Learners should obtain knowledge about, as well as an understanding and appreciation of the past and the forces that shape it.

Aims addressed	Skills acquired
Learners find a variety of kinds of information about the past	being able to bring together information, for example, from text, visual material (including pictures, cartoons, television and movies), songs, poems and interviews with people; using more than one kind of written information (books, magazines, newspapers, websites).
Learners select relevant information	being able to decide about what is important information to use. This might be choosing information for a particular history topic, or, more specifically, to answer a question that is asked. Some information that is found will not be relevant to the question, and some information, although relevant, will not be as important or as useful as other information.

Aims addressed	Skills acquired
Learners decide about whether information can be trusted	being able to investigate where the information came from: who wrote or created the information and why did they do it? It also involves checking to see if the information is accurate – comparing where the information came from with other information. Much information represents one point of view only.
Learners see something that happened in the past from more than one point of view	being able to contrast what information would be like if it was seen or used from another point of view. It also requires being able to compare two or more different points of view about the same person or event.
Learners explain why events in the past are often interpreted differently.	being able to see how historians, textbook writers, journalists, or producers and others come to differing conclusions from each other and being able to give a reason(s) for why this is so in a particular topic of history.
Learners debate about what happened in the past on the basis of the available evidence	being able to take part in discussions or debates and developing points of view about aspects of history, based on the evidence that comes from the information available.
Learners write about history in an organised way, with a logical line of argument	being able to write a piece of history which has an introduction, sets out the relevant information in a logical way and in chronological order, and comes to a conclusion that answers the question asked in a coherent way.
Learners understand the importance of heritage and conservation	being able to explain how and why people and events are publicly remembered in a community, town or city, province and the country. It also involves investigating how people and events in the past are commemorated in ceremonies, celebrations, museums and monuments

What is Social Sciences?

The subject Social Sciences consists of History and Geography. Both History and Geography should be taught and assessed during every term of the school year. The Social Sciences curriculum aims to provide opportunities for learners to look at their own worlds with fresh critical eyes and more importantly, it aims to introduce learners to a world beyond their everyday realities.

Teaching Geography

Geography is the study of the complex natural world around us. Geographers study the human and physical processes over space and time.

The two main branches of Geography are:

- **Physical geography:** the study of natural processes and features (for example, the atmosphere, landforms, climate and ecosystems)
- **Human geography:** the study of human activities and the impact these activities have on Earth.

Geographers use different sources of information:

- **Maps:** Geographers draw and use maps to find out where things, such as mountains and rivers, are. Maps can also show countries, borders and towns.
- **Graphs:** Geographers use graphs to record and show statistics and data
- **Photographs:** Geographers use photographs to show places and events.
- **The weather:** Geographers look at weather patterns. This helps them to understand climate and what this can mean for us.
- **Fieldwork:** Geographers go to different places to find out about changes in the environment. They ask local people questions. In this way they find out how different people live.
- **Newspapers, radio and TV:** Geographers study the news to find out what is happening around the world.

Teaching History

History is the study of change and development in society over time. It is about people – how they lived in the past, what they did and what they thought. Historians try to understand the actions of people in the past and to evaluate those actions. This

understanding of past actions helps historians to determine what impact the actions had on the present and how it can influence the future.

Historians use the things from the past that has remained to study the past – these things are called sources of information:

- **Photographs and pictures:** Historians ask questions about what they see in old photographs, and what it could mean.
- **Written sources:** Historians use written records from and about the past, such as books, postcards, letters, diaries, and so on.
- **Oral history:** Historians talk to people and ask them questions about life in the past. Historians write their answers down.
- **Objects:** Archaeologists help historians. Historians and archaeologists work together to interpret very old objects that people have left behind.

Grade 8 specific skills for Social Sciences

Social Sciences cover the following specific skills:

- collect, collate, synthesise and organise information, e.g. from text, visual material
- use more than one kind of written text, e.g. book, newspaper
- distinguish important from less important information (relevance/usefulness to task)
- compare information
- recognise bias and different points of view
- develop own ideas and points of view based on new knowledge
- take part in discussions and listen with interest
- explain how and why people and events are publicly remembered
- ask questions and identify issues
- use information to describe, explain and answer questions
- suggest solutions to problems
- make links between cause and effect; change and continuity
- acknowledge and appreciate diverse lifestyles and world views
- use and draw maps, sketches, tables, simple illustrations, graphs, and flow charts
- cross-reference information using different sources
- develop observation, interviewing and recording skills
- interview people and apply social skills
- process, interpret, present and evaluate information
- devise and frame questions
- develop and apply research skills
- write in a structured and coherent way

- provide reasoned explanations
- work co-operatively and independently.

Inclusive teaching

What is inclusive teaching?

In the Senior Phase, it is crucial that learners find themselves in an environment where they can develop an interest in learning and the belief that they can learn.

Inclusive Education is defined as a learning environment that promotes the full personal, academic and professional development of all learners irrespective of race, class, gender, disability, religion, culture, sexual preference, learning styles and language.

- Inclusion is about acknowledging and respecting:
 - that all children have the right to learn
 - that all children can learn
 - that all learners need support
 - that all learners are unique and have different, but equally valued, learning needs
 - that all learners need the opportunity to build on their own unique strengths
 - that the learner is the centre of the teaching and learning process
 - that there are differences in learners, e.g. age, gender, language, culture, learning styles, disabilities, HIV status and so on.
- Inclusion is also about:
 - enabling educational structures, systems and learning methodologies to meet the needs of all learners
 - more than just formal schooling – it embraces learning that occurs in the home, community and so on
 - changing attitudes, behaviour, methodologies and environments to meet the needs of all learners
 - ensuring maximum participation of all learners in the culture and curriculum of all educational institutions
 - identifying and minimising barriers to learning that can occur at any level of the system.

Some of the learners in your class may already suffer from exclusion or think negatively about education. There is no reason for their exclusion from class activities. It is the responsibility of the teacher to ensure the inclusion of these learners. This means adapting activities to suit their needs and capabilities. It is equally important that the class is not divided because of this. Rather, learners with these challenges

should be accepted and helped where possible by their peers. Learners should at all times be discouraged from teasing, bullying or ignoring learners with special needs. When these attitudes are directed towards a learner they create in that learner a barrier to learning.

Practical guidelines for inclusive teaching

- Have a true understanding of each learner's background, strengths, unique abilities, needs and barriers. Then use this information to inform your planning and give a clearer focus.
- Remember that the teacher is a facilitator of learning.
- Keep the content and material as relevant as possible.
- Break down learning into small, manageable and logical steps. Keep instructions clear and short (plan beforehand).
- Grade activities according to the different levels and abilities of learners. Try to ensure that learners remain challenged enough without undue stress.
- Develop a balance between individual, peer tutoring, co-operative learning and whole class teaching.
- Use learners to help one another in the form of group types, peer assisted learning, buddy systems and so on. Ensure that learners feel included and supported in the classroom by both the teacher and their peers.
- Set up pairs and groups of learners where members can have different tasks according to strengths and abilities. Promote self-management skills and responsibility through group roles and the types of tasks you set.
- Motivate learners and affirm their efforts and individual progress. Build confidence. Encourage questioning, reasoning, experimentation with ideas and risking opinions.
- Determine the learner's Zone of Proximal Development (ZPD) and use it for effective teaching and learning. Vygotsky described the ZPD as the distance between what the learner already knows and understands and what he/she can understand with adult support. Learning is thus a social interaction as the teacher mediates and supports the learner as he/she understands a new concept.
- Spend time on consolidating new learning. Use different ways to do this until all learners understand the concept. Make time to go back to tasks so that learners can learn from their own and others' experiences and methods.
- Use and develop effective language skills (expressive and receptive, verbal and non-verbal).

- Experiment with a variety of teaching methods and strategies to keep learners interested and to cater for and develop different learning styles. Use games, co-operative group work, brainstorming, problem-solving, debates, presentations, and so on.

Learners with barriers to learning

A barrier to learning is anything that prevents a learner from participating fully and learning effectively. This includes learners who were formerly disadvantaged and excluded from education because of the historical, political, cultural and health challenges facing South Africans. Some other examples of barriers to learning may be learners who are visually or hearing impaired; learners who are left handed or learners who are intellectually challenged. Barriers to learning cover a wide range of possibilities and learners may often experience more than one barrier. Some barriers, therefore, require more than one adaptation in the classroom and varying types and levels of support.

These learners may require and should be granted more time for:

- completing tasks
- acquiring thinking skills (own strategies).

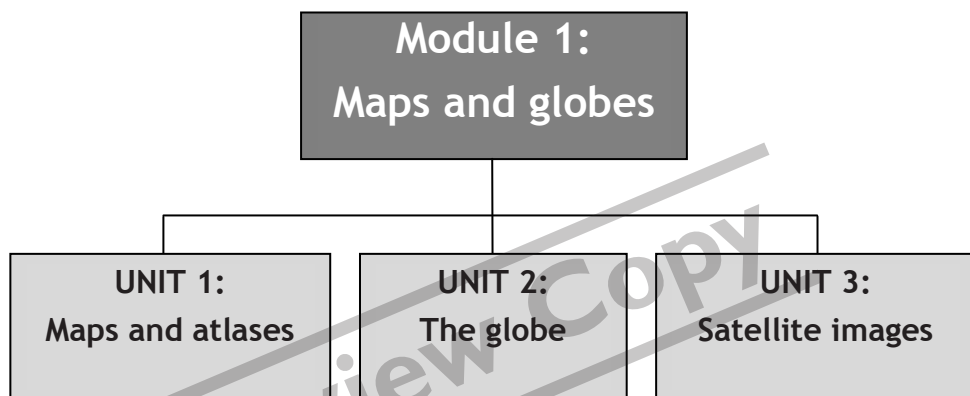
Assessment activities

Teachers need to adapt the number of activities to be completed without interfering with the learners gaining the required language skills.

Module 1

Maps and globes

Core concepts covered



Overview

Content	Time allocation	LB page	TG page
Maps and atlases	5 hours	8	37
The globe	6 hours	16	44
Satellite images	2 hours	23	48
Revision	2 hours	25	49

Unit focus

- In this unit learners will learn how to locate places on a map using co-ordinates, which are the lines of latitude and longitude, measured in degrees and minutes.
- Learners will also review word and line scale and be introduced to ratio and metric scale to calculate distances.

Background information

In addition to using atlases and maps to identify the latitude and longitude of places, consider introducing GPS as another means of calculation for those who have access to this form of technology. Use tables in roadmap books to verify calculations of distances between South African settlements.

Resources

- A globe
- Atlases
- A wall map of the world
- You can get this from www.mapstudio.co.za. Telephone Map Studio at 0860 10 5050 or write to them at 1st floor Wembley Square, Solan St, Cape Town 8001.
- A useful resource is *Map of the world jigsaw puzzles*, also available from Map Studio. You could use these for learners who finish their work early for example.
- A piece of thread, wool or thin string to work out indirect distances such as along rivers, roads or railways

Teaching guidelines

- Some learners get confused that lines of latitude run from east to west but give the position north and south. This is best explained by pointing out that these are imaginary lines that are made up of all the points of the same latitude, for example, a line of points that are the same distance from the equator.
- As an extension or fun activity learners can make up grids of latitudes and longitudes that cover stretches of oceans and play the game Battleships. Visit wikipedia.org/wiki/Battleship game for a description and the rules to this game.

Vocabulary

Words that might be unfamiliar to the learners are in the new word boxes in the margin of the Learner's Book. Make sure you draw attention to these as you go through the unit. When you read the text containing the new words, point out the new words in the context where they are used. Encourage learners to use the new words in their own sentences.

Pacing

This unit will take about five hours to complete. There are five activities in this unit

TIP!

Write key words up on the board so that learners don't forget about the main target points.

Activity 1

Locate places on a map of the world

Learner's Book page 9

Background information

In combination, latitude and longitude can tell you the exact location of any place on the planet, but it gives no information about the depth or altitude of the location. The fancy word for the web that is formed by latitude and longitude is "conjugate graticule". Learners do not need to learn this term, but it might help you if you look for additional information.

Guidelines to implement this activity

As an extension or remedial activity once the learners have finished answering the questions in the activity, get them to work in pairs. Each learner takes a turn to give the co-ordinates of an island or city and the other has to locate it on the map.

Suggested answers

- 1.1 21°S, 56°E
- 1.2 33°N, 17°W
- 1.3 0°S, 91°W
- 2.1 Tasmania
- 2.2 Bermuda
- 2.3 Ascension Island
- 2.4 Falkland Islands

Guidelines to implement this activity

As for Activity 1, once the learners have finished answering the questions in the activity, get them to work in pairs. Each learner takes a turn to give the co-ordinates of a town or feature on the map in degrees and minutes and the other has to locate it on the map.

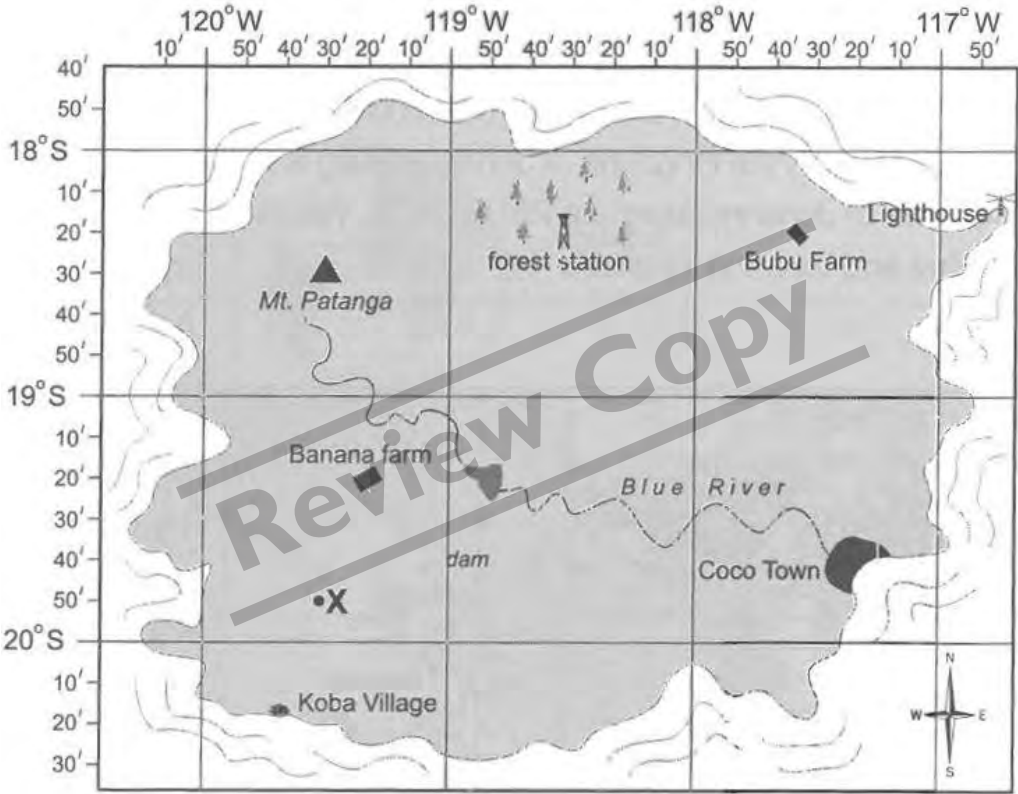
Suggested answers

Refer to the map of Limpopo.

- 1.1 Thohoyandou: $22^{\circ} 57' \text{S}$, $30^{\circ} 28' \text{E}$
- 1.2 Phalaborwa: $23^{\circ} 56' \text{S}$, $31^{\circ} 08' \text{E}$
- 1.3 Thabazimbi: $24^{\circ} 35' \text{S}$, $27^{\circ} 25' \text{E}$
- 1.4 Tzaneen: $23^{\circ} 49' \text{S}$, $30^{\circ} 09' \text{E}$
- 2.1 $22^{\circ} 52' \text{S}$, $30^{\circ} 3' \text{E}$: Mapungubwe
- 2.2 $24^{\circ} 10' \text{S}$; $29^{\circ} 50' \text{E}$: Makapans caves
- 2.3 $23^{\circ} 55' \text{S}$; $31^{\circ} 20' \text{E}$: Masorini
- 2.4 $22^{\circ} 5' \text{S}$; $29^{\circ} 24' \text{E}$: Thulamela

Remedial activity

Look at the map of Coco Island. Notice the grid made by the lines of latitude and longitude. See how each degree of latitude and longitude is divided into 10 minute (10') intervals.



Worked examples

How to find the co-ordinates of place X in degrees and minutes

Find place X on the map.

- 1 Place your ruler horizontally across the map passing through X. Read off the latitude. The latitude of X is $18^{\circ}50'S$.
- 2 Place your ruler vertically across the map passing through X. Read off the longitude. The longitude of X is $119^{\circ}32'W$. You estimate the 32' because the line falls just after 30'.

Note!

- In a worked example you will show step-by-step how an example will be unpacked and explain how to present it.
- Locate places using degrees and minutes of latitude and longitude
- Refer to the map of Coco Island.

- 1 Give the co-ordinates of:
 - 1.1 Bubu Farm
 - 1.2 Mt Patanga
 - 1.3 The dam on the Blue River
 - 1.4 The forest station.
- 2 Name the places at these co-ordinates:
 - 2.1 $19^{\circ}40'S$; $117^{\circ}35'W$
 - 2.2 $19^{\circ}20'S$; $119^{\circ}20'W$
 - 2.3 $20^{\circ}18'S$; $119^{\circ}40'W$
 - 2.4 $18^{\circ}15'S$; $116^{\circ}40'W$

Extension question

- 3 In which ocean is Coco Island? (*Hint:* You will need to look at an atlas map of the world and read the co-ordinates.)

Suggested answers

- 1.1 $18^{\circ}20'S$; $11^{\circ}35'W$
- 1.2 $18^{\circ}30'S$; $119^{\circ}35'W$
- 1.3 $19^{\circ}20'S$; $118^{\circ}50'W$
- 1.4 $18^{\circ}20'S$; $118^{\circ}30'W$

- 2.1 Coco Town
- 2.2 Banana farm
- 2.3 Koba village
- 2.4 lighthouse
- 3 Indian Ocean

Activity 3 Use the atlas index

Learner's Book page 10

Guidelines to implement this activity

Page numbers of atlases will depend on the atlas used, but the co-ordinates should all still be the same.

Suggested answers

- 1.1 Gambia and Ganges are north of the equator.
- 1.2 Galapagos Island is on the equator.
- 1.3 Galapagos Island is an island west of the Greenwich meridian.
- 2.1 Hobart: town
- 2.2 Easter Island: island
- 2.3 Bahamas: islands
- 2.4 St Helena: island
- 3.1 Lilongwe tn. Malawi $14^{\circ}00'S$; $33^{\circ}48'E$
- 3.2 Parana r. Argentina $33^{\circ}43'S$; $59^{\circ}15'W$
- 3.3 MONACO co. Europe $43^{\circ}46'N$; $7^{\circ}23'E$
- 3.4 Novosibirsk tn. Russia $55^{\circ}00'N$; $83^{\circ}05'E$

Remedial activity

- 1 Which place in the list is a town in Botswana?
- 2 On which page of the atlas will you find a map with this place on it?
- 3 How will you be able to find the place on the map?

Suggested answers

- 1 Gaborone
- 2 Answers will differ, depending on atlas used.
- 3 You can use the latitude and longitude co-ordinates given in the index.

Guidelines to implement this activity

This activity builds onto the learners' knowledge of scale from Grade 6. It is very important to make sure the learners have a good understanding of word and line scales before starting this activity. Spend time going over the examples of these scales on page 11–12 in the Learner's Book.

Introduction to ratio scales**Background information**

Ratio scales are used to describe how much an object has actually been scaled down (or up) or how much of one thing is compared to another.

Suggested answers

- 1.1 1 cm represents 1 km
1 : 100 000
[NB There are 100 000 cm in 1 km]
- 1.2 1 cm represents 55 km
1 : 5500 000
[NB $55 \times 100\,000$]
- 1.3 1 cm represents 100 m
1 : 10000
[NB 100 cm = 1 m
 $100\text{ m} = 100 \times 100 = 10\,000$]
- 2.1 1 cm represents 1 km
2.2 1 cm represents 200 m
2.3 1 : 200 000

Activity 5**Calculate distances between settlements**

Learner's Book page 15

Distance between settlements

Background information

We use the scale of the map to calculate the distances between places. You can use a word scale, a ratio scale, or a line scale. It is often easier to use the line scale to calculate distances.

Suggested answers

- 1.1 Perth, Australia (32°S; 116°E) and Sydney, Australia (34°S; 151°E): 3 600 km
- 1.2 Los Angeles, USA (34°N; 118°W) and Washington DC, USA (39°N; 77°W): 4 600 km
- 1.3 Lima, Peru (12°S; 77°W) and Sao Paulo, Brazil, (22°S; 49°W): 3 500 km
- 2.1 Along the railway from Mookgophong to Polokwane: 110 km
- 2.2 Along the main road from Polokwane to Musina: 410 km

Remedial activity

Use the scale and a piece of string to calculate these indirect distances:

- 1 Thabazimbi along the road to Bela-Bela
- 2 Along the road from Polokwane to Phalaborwa.

Suggested answers

- 1 130 km
- 2 200 km

Unit 2**The globe**

Learner's Book page 16

Unit focus

The focus of this unit is to learn about time zones in different hemispheres affected by the Earth's rotation using the International Date Line.

Learners will look at aspects of the seasons caused by the Earth's orbit around the sun: the summer and winter solstice, the spring and autumn equinox, lengths of day and night, temperature changes.

Teaching guidelines

Most learners will be aware of world time differences because of Sport such as the Olympic Games and World Cups in different parts of the world in sports such as soccer, rugby, tennis and cricket. In South Africa we have to get up early in the morning to watch a game played in Australia or New Zealand because these countries are eight or ten hours ahead of us in time.

Use the globe and torch to illustrate how day and night are due to the Earth's shape and rotation. If you do not have a globe a soccer ball can be used too. Draw the outlines of the continents in a felt-tipped (koki) pen on the ball so that learners can see where it is day and night.

Background information

When Magellan returned home after sailing around the Earth, he found that he had “lost” a day. The reason for this is that he sailed west, across the International Date Line, which is the 180 degree line of longitude. If you cross this line going westwards you lose a day and if you cross it going eastwards you gain a day. You can sail across this imaginary line, and at that point one day will turn into another.

Resources

- A globe
- Atlases
- A wall map of the world
- A torch
- Satellite images to look at – see note above under Teacher Guidelines to see where you can get these.

Vocabulary

Words that might be unfamiliar to the learners are in the new word boxes in the margin of the Learner's Book. Make sure you draw attention to these as you go through the unit. When you read the text containing the new words, point out the new words in the context where they are used. Encourage learners to use the new words in their own sentences.

Pacing

This unit will take about six hours to complete. There are five activities in this unit.

Guidelines to implement this activity

The telephone directory has a good map with the time zones in its introductory pages. It provides another useful way to phrase questions around time zones, such as, "If you called a friend in London at 10:00 in Cape Town, what would the time be in London?"

Suggested answers

Use the map of time zones to answer these questions.

- 1.1 Johannesburg: 14:00
- 1.2 Sydney, Australia: 22:00
- 1.3 Miami, Florida, USA: 07:00
- 1.4 San Francisco, USA: 04:00
- 2 19:00, because San Francisco is 8 hours behind GMT and Johannesburg is 2 hours ahead of GMT so Johannesburg is $8+2$ hours ahead of San Francisco.
- 3 11:00, because Sydney is 10 hours ahead of GMT and South Africa is 2 hours ahead of GMT. So South Africa is $10 - 2 = 8$ hours behind Sydney in time.

Remedial activity

If it is midday GMT what time is it in:

- 1 Madagascar
- 2 Japan
- 3 Alaska?

Suggested answers

- 1 15:00 (3 hours ahead of GMT)
- 2 21:00 (9 hours ahead of GMT)
- 3 03:00 (9 hours behind GMT)

Activity 7 Use a diagram to investigate seasonal changes in length of day and night**Guidelines to implement this activity**

Use the globe and torch to illustrate how the tilt of the earth on its axis affects where the sun's rays fall. Rotate the globe and show how the length of the day is affected by the tilt of the axis and the point where the sun is directly overhead.

Suggested answers

- 1 18:00. (There are 12 hours day and 12 hours night at the equator.)
- 2 24 hours
- 3 A thick coat and fur boots. It is winter and far south towards the Antarctic Circle so it will be very cold.

Activity 8

Use a diagram to investigate length of day when it is summer in the southern hemisphere

Learner's Book page 21

Suggested answers

- 1 24 hours
- 2 Approximately eight hours of daylight
- 3 No. They have 12 hours day and 12 hours night all through the year. It is always hot.

Activity 9

Use graphs to investigate seasonal temperature changes

Learner's Book page 22

Guidelines to implement this activity

Ask the learners to study the graphs and write down three to four points about them, before you set the activity.

Suggested answers

- 1.1 Durban: February; Yellowknife: June
- 1.2 Durban is in the southern hemisphere so summer is November to February. Yellowknife is in the northern hemisphere so summer is in June to August.
- 2 Durban 25°C, Yellowknife 15°C
- 3 Durban 16°C, Yellowknife -32°C
- 4 Yellowknife is much closer to the pole and further from the equator than Durban.

Activity 10

Interpret a diagram of the seasons

Learner's Book page 22

Guidelines to implement this activity

- The teacher must mark formal assessments. Marks must be recorded and should be easily accessible.
- Where possible write comments to explain why the learner lost marks so that they can improve in future assessment activities.

Suggested answers:

- 1 1: Arctic Circle
5: Antarctic Circle (2 × 1 = 2)
- 2 6: orbit (1)
- 3 7: Earth's axis (1)
- 4.1 9 or 11 (1)
- 4.2 9 or 11 (1)
- 4.3 8 or 10 (1)
- 5
- 8: 21 March
 - 9: 21 June
 - 10: 23 September
 - 11: 21 December (4 × 1 = 4)
- 6.1 When the Earth is in position 9 the southern hemisphere is tilted towards the sun ✓ so there are longer days and shorter nights. ✓ (2)
- 6.2 When the Earth is in position 11 the southern hemisphere is tilted away from the sun ✓ so there are shorter days and longer nights. ✓ (2)
- 7.1 Shorter [11] (1)
- 7.2 Longer (1)
- 8 This statement is correct but it is not the only reason for the seasons. ✓ For the seasons to occur the earth has to revolve around the sun ✓ once every year. ✓ (3)

Total: 20 marks

Unit 3

Satellite images

Learner's Book page 23

Unit focus

In this unit learners will learn the importance of satellite images and how they give us information about the earth.

Teaching guidelines

- More examples of satellite images can be ordered online or purchased from www.ngi.gov.za, or for general enquiries use the following contact details:
Tel: 021 6584300; Fax: 021 658 4301 or 021 689 1351

or email: ngi@ruraldevelopment.gov.za

- If the learners have Internet access, encourage them to look at the “Google Earth” website.

Resources

- Learner’s book page 23

Vocabulary

Words that might be unfamiliar to the learners are in the new word boxes in the margin of the Learner’s Book. Make sure you draw attention to these as you go through the unit. When you read the text containing the new words, point out the new words in the context where they are used. Encourage learners to use the new words in their own sentences.

Pacing

This unit will take about two hours to complete. Make sure to do the Module 1 revision on page 25 of the Learner’s Book.

Background information

The first satellite images were taken in 1946 by an American space craft. The first ones of Earth were also taken by an American space craft – the *Explorer*, in 1959. The famous “Blue Marble” photograph of Earth, which is often used in the media, was taken in 1972. In 1977, real-time satellite imagery started being made by the Americans. The National Aeronautics and Space Administration (NASA) publishes all the satellite images that it takes (by Earth Observatory) and makes them available to the public for free.

Revision

Learner’s Book page 25

Suggested answers

- 1.1 Lines of latitude are lines going round the globe parallel to the equator and lines of longitude are lines on the globe that join the north and south poles. ✓ (1)
- 1.2 Latitude and longitude are measured in degrees and minutes. A minute is one sixtieth of a degree. ✓ (1)
- 1.3 A word scale describes in words what one centimetre represents in reality and a ratio scale shows the ratio of 1 cm on the map to the number of centimetres in reality. ✓ (1)
- 1.4 The Greenwich meridian is 0° longitude and the equator is 0° latitude. ✓ (1)

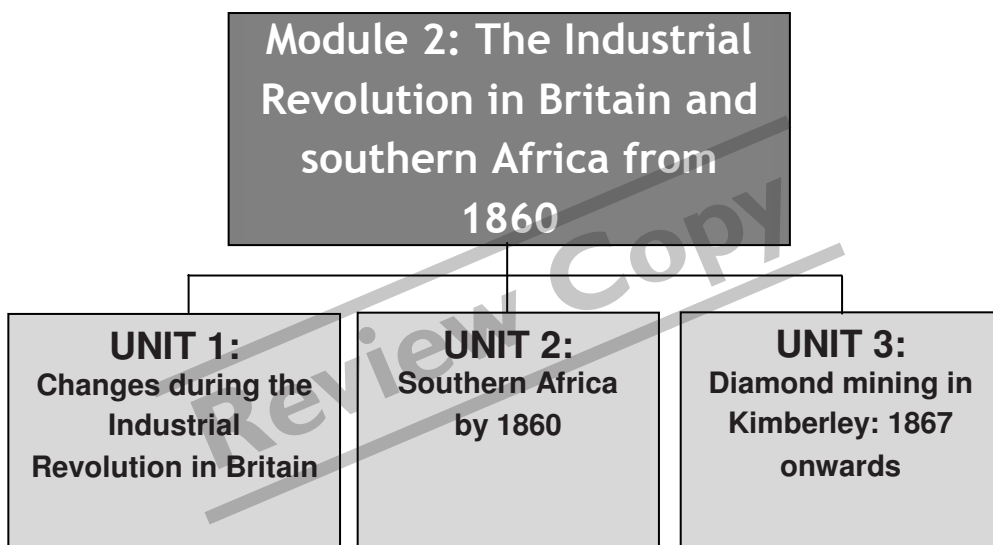
- 1.5 Rotation describes the movement of the earth on its axis once every 24 hours and revolution describes the movement of the earth in its orbit around the sun once every $365\frac{1}{4}$ days. ✓ (1)
- 1.6 Greenwich Mean Time is standard time at Greenwich 0° longitude and South African Standard Time is standard time at 30°E, 2 hours ahead of GMT. ✓ (1)
- 1.7 The solstice is midsummer's or midwinter's day and the equinoxes are days of mid-spring and mid-autumn. ✓ (1)
- 2.1 1 : 500 000 ✓✓ (2)
- 2.2 Learners need to draw answer – draw a line 1 cm long with short vertical lines at either end and write 5 km beneath it. ✓✓ (2)
- 3.1 3250 km ✓✓ (2)
- 3.2 3800 km ✓✓ (2)
- 4.1 70 km ✓✓ (2)
- 4.2 85 km ✓✓ (2)
- 5.1 09:00✓ (1)
- 5.2 22:00✓ (1)
- 5.3 Australia extends for such a long east-west distance; it crosses many lines of longitude. ✓ (1)
- 5.4 19:30✓ (1)
- 5.5 02:00 the next day ✓ (2)
- 6.1 southern✓ (1)
- 6.2 12;✓ 12 ✓ (1)
- 6.3 days;✓ nights ✓ (1)
- 6.4 nights;✓ days ✓ (1)
- 6.5 24 ✓ (1)
- 6.6 north; ✓ 24 ✓ [10]
- 7.1 The camera is in a satellite orbiting earth ✓✓ (2)
- 7.2 The satellite orbits the earth at least once every day. ✓✓ (2)
- 7.3 There would be a bigger black area on the image. ✓✓ (2)
- 7.4 Settlements show up blue, so planners could check how these blue areas were growing. ✓✓ (2)
- [8]

Total: 50 marks

Module 2

The Industrial Revolution in Britain and southern Africa from 1860

Core concepts covered



Overview

Content	Time allocation	LB page	TG page
Changes during the Industrial Revolution in Britain	6 hours	28	52
Southern Africa by 1860	3 hours	37	59
Diamond mining in Kimberley 1867 onwards	3 hours	41	64
Revision	3 hours	45	67

Unit focus

This unit focuses on the changes during the Industrial Revolution in Britain. It started in approximately 1750 and rapidly changed the way items were made and the way people lived. The start of mass production and the urbanisation of large percentages of the country's population, as well as improvements in transport and communication, essentially meant that society was thrust into the modern age.

Background information

Some people think that the Industrial Revolution was too gradual to be called a revolution. Nevertheless, economic historians agree that the Industrial Revolution was the event that changed the history of humanity the most since the domestication of plants and animals. It began an era of enormous growth in capitalist countries.

Britain, followed later by countries in Western Europe and North America, became enormously wealthy as a result of the Industrial Revolution.

In the 18th century, the First Industrial revolution started when machines were invented that increased the rate of production in the textile industries, as well as for those working with iron and coal. The Second Industrial Revolution started around 1850. Steam-powered ships were developed, as well as railways, and later on the internal combustion engine and electricity.

The Industrial Revolution had profound social effects. Urbanisation and the growth of industrial towns changed the way of life for millions of people. Working conditions in mines and factories were hard and in response workers formed the first trade unions to press for better conditions.

Resources

- Women and children's accounts of what life was like in the factories and mines
- Drawings, paintings and cartoons commenting on the social effects of industrialization.
- www.schoolshistory.org.uk/IndustrialRevolution/workingconditions.htm
- www.schoolshistory.org.uk/IndustrialRevolution/disease.htm

Teaching guidelines

The Internet has a wealth of resources on the Industrial Revolution, including fun interactive lessons and PowerPoint presentations. If your school has internet access, make time for online searching.

Vocabulary

Words that might be unfamiliar to the learners are in the new word boxes in the margin of the Learner's Book. Make sure you draw attention to these as you go through the unit. When you read the text containing the new words, point out the new words in the context where they are used. Encourage learners to use the new words in their own sentences.

Pacing

This unit will take about six hours to complete. There are four activities in this unit.

TIP!

Write key words up on the board so that learners don't forget about the main target points.

Activity 1

Analyse the causes of the Industrial Revolution

Learner's Book page 33

Guidelines to implement this activity

- Learners must work in pairs.
- They can write the answers in their notebooks.
- Go through the answers so that learners can correct their work.

Suggested answers

- 1 Many merchants in Britain became wealthy because of their involvement in the slave trade. They made profits by bringing raw materials (produced by slaves) such as sugar and cotton to Britain. They used the profits to build factories and make new machinery.
- 2 Britain had large amounts of coal and iron ore. The first form of power used during the Industrial Revolution was steam. Steam is made by using coal to heat water. Engineers used iron ore to make stronger and safer structures, for example bridges and buildings. Therefore Britain had plenty of the resource needed to start industrialising.

- 3 Britain began to produce more food by using better farming methods on commercial farms. As a result the British population began to grow. People who couldn't afford to buy land moved to the towns to look for work.
- 4 There were also changes in technology. Machines were invented to do the work that people did by hand. The new machines used the new forms of power such as steam.
- 5 Factory owners switched from using hand labour to using steam-powered machines because machines could work faster, more cheaply and with more accuracy and strength.
- 6 Source A shows stronger and safer iron bridges could be built to improve transportation. Source B reveals that railway steam locomotives could be used to pull carts in coal mines. Steam-powered locomotives could pull eighty times as many carts as a horse on a road. The new forms of transport made it easier and cheaper to transport raw materials such as coal and iron to factories and to transport manufactured goods to be sold therefore encouraging economic growth.

Activity 2

Examine the economic effects of the Industrial Revolution

Learner's Book page 31

Guidelines to implement this activity

- Learners should write their answers in their notebooks. They can work in class or do this activity for homework or a combination of the two.
- Go through the answers in class.
- Learners should mark their own work.

Suggested answers

1

	Before the Industrial Revolution	After the Industrial Revolution
Where most people lived	Most people lived in the countryside or in small villages and in towns	In new towns, more people now lived in towns rather than on the land
The way food was grown	People grew food on small strips of land and kept a few animals	More food was produced by using better methods of farming on larger commercial farms
The way goods were made	People made goods (such as cloth) by hand	Machines did the work that used to be done by hand.
The amounts produced	Small amounts of goods were produced	Factories produced more goods: mass production
Where goods were sold	Sold at local markets	Trade grew and goods were shipped to markets all over Britain

		and its empire/the world
Forms of transport	Only forms of transport were on foot, on horseback, or on animal drawn carts and wagons	Steam locomotives that could pull trucks and carriages on railway lines System of canals used to transport heavy goods by water
Economy based on	Agriculture (farming)	Industry rather than on agriculture

- 2 Most new industrial towns developed around factories. These towns were often near mines that produced the coal or the iron-ore that was used, or near rivers and canals for transport.
- 3 Accept any relevant answer, for example:
 - I would rather work in a cottage industry because you can work from home and people in factories were poorly paid and ill-treated.
 - OR
 - I would rather work in a factory because steam-powered machines made weaving easier.

Activity 3 Assess whether workers were exploited Learner's Book page 32

Guidelines to implement this activity

- Learners must work in pairs.
- Monitor the learners and ensure that each person speaks and listens to his/her partner.
- Learners should write their answers in their notebooks.
- Go through the answers in class.
- Learners should mark their own work.

Suggested answers

- 1 Many factory and mine workers died young because disease spread easily due to unhygienic living conditions. The houses were close together, damp, dark and unhealthy. Very few of the houses had running water, proper toilets or windows. Rubbish was left to rot in the streets and the air was filled with unhealthy factory smoke. Water supplies were often polluted and thousands of people died of epidemics.
Working conditions in factories and mines were unhealthy and often dangerous. There were no safety rules and none of the moving parts of machines were covered. Accidents occurred frequently because clothes, hair or limbs were caught in the machines. Workers sometimes worked for 16 hours. Many of them became ill because of these conditions and died young.
- 2 Accept any relevant answer, for example:

- I dislike my job intensely; I have to work long hours, for six days a week. In the mines we work in dark, narrow tunnels. I have to work with a heavy pick axe, to dig coal. We stand in water all day and the skin comes off our feet. Mine owners often use us, children, in the mines because we are small and can fit in the narrow seams. All of this trouble and we are poorly paid.

OR

- I hate working in London's factories. Hours are long; sometimes we work for 16 hours a day. We're strictly controlled and have to work at the speed of the machines. If we work too slowly or make mistakes they beat us. I know of children who became crippled because of the strange positions they had to keep while working the machines. I've heard of other children who became deaf from the terrible noise of the machines. I have been a victim of lung diseases from breathing factory dust or cotton fibres. Factory owners prefer employing us, children, because they can pay us less than men.
- 3 Miners were exploited; they worked in unhealthy and often dangerous conditions. They often had to stand in water all day, which took the skin off their feet. Even women carried huge loads of coal up to the surface of the mine. The work was hard and many became crippled. Even if they were sick they had to go to work or they could lose their jobs. In time deeper mine shafts and tunnels were dug and mining became even more tiring and dangerous. Miners were killed in explosions, collapsing rock falls, flooding and by runaway trucks.
 - 4 Mine owners had to use child labourers because only they were small enough to fit into the narrow seams. Mine owners had to ensure that their investors made good returns on their investments so they would worry about profits and children could be paid less because they were young and could not question the system.

Activity 4 Analyse worker responses to industrialisation

Learner's Book page 36

Guidelines to implement this activity

- Learners should write their answers in their notebooks.
- They can work in class or do this activity for homework or a combination of the two.
- Go through the answers in class.
- Learners should mark their own work.

Suggested answers

- 1 Both groups hated the new machines and technology associated with the Industrial Revolution.

- 2 Luddites broke machines because they believed it would end the use of machines.
- 3 Robert Owen was an unusual, but exemplary owner, at the time because he was concerned about the way that workers were treated. He treated his own workers well, built better houses for them and schools for their children and provided free medical care. He also supported trade unions and in 1834 he formed the grand National Consolidated Trade Union.
- 4 The formation of the Grand National Consolidated Trade Union was significant because it brought many the power of smaller unions. Within a week it had half a million members from various sectors, farm workers as well as factory and mine workers. The government worried that the labour movement would get too strong and working people would keep pushing to get more rights and even vote.
- 5 The Government acted strongly. People were arrested and sentenced to death, some were sent to prison and a number of protestors were sent to the Australian prison colony as convicts.
- 6 Britain was able to increase its power and wealth by getting more control over other countries/territories in the world, as seen in the source. These countries/territories became colonies of the British empire. Raw materials from British colonies were made into manufactured goods in British factories. These goods were then sold all over the world at a profit. Thus Britain's links to colonial expansion ensured its economic growth and success.

Extension activity

Teaching tips and guidelines

- Word searches are popular activities that can be used to introduce a current unit or for revision as a remedial or extension activity.
- Use the word search puzzle below, as an introductory activity to get learners excited about the work by searching for words that will appear in the unit. Alternatively, use the word search puzzle as a remedial activity to get weaker learners excited about the work by searching for words that appeared in the unit. Use the word search puzzle as an extension activity. Firstly, ask learners to find all the listed words. Lastly ask the learners to use each word to construct a sentence that displays their knowledge of this unit.

Find the following words:

CANALS	COLONIES	COMMUNICATIONS
CONVICTS	EMPLOYERS	EPIDEMICS
FACTORY	LOCOMOTIVES	LUDDITES
MACHINES	MARKETS	MARTYRS
MERCHANTS	POLLUTED	PRODUCTION
PROTESTS	REVOLUTION	TECHNOLOGY
URBANISATION	WAGES	

Changes during the Industrial Revolution in Britain

RRNMPUAGIPMFMRSDIQSKRXKM
XBOSQRZCYPSCPRODUCTIONET
BLICRJOROUINYKSORLDESARHC
JOTGPEETUCAGONEEYBSKCCTUF
NGARPQYJEGOUSIVIJXARHNEQA
HCSXECXOZSUWECTFRRQACGCSI
XGINTDGWLATMNCUAPZNMQSHVK
APNMAWLYYPPSIOWXCTFJIWNXV
KGAYJZHYIVMZHNGMSIGFMEOGH
DABLUDDITESEC VQOJNNTLGLOY
PDRWAGESCWJHAILNMUMUBCOPH
RCUWCYGKNNYDMCCQISDAMSGUQ
FEYROTCAFUHQSTCLELVKLMYRM
VJVGUDZAOTMPWSDVAOQAWUOFZ
FRDOUGOPSCIMEDIPEGNUNCNCD
CTLXLLABHGIIYTWVAARQOWZNZ
NHHXBUMRZSCOVBCCDZLGXSJT
SHYSUITPNGNMISXDEJOGNUVRZ
MRWIWQJIMWOLQXFTQNOSHIAES
BHYEJHBQOCBCGJUBIXRXERJZU
LMXTNSILONVOWLREVSCJVUZNK
GLBJRYULVQNHLSJQXKPTLMTW
WBPUXAWQKVXOLMNHGLWEDKHCB
WOLIBAMHLZPRIWOWEGXGVCDQP
EDNYQQMTFWDBRWGMKSWOOICVB

Unit focus

It was inevitable that, sooner or later, southern Africa, along with the rest of the world, would directly or indirectly be linked to the industrialising British empire. This unit focuses on the situation in southern Africa before it too started to become industrialised.

Background information

The wealth and power gained through industrialising meant that Britain was able to conquer more territory in southern Africa. By 1860 Britain already controlled parts of the region but over the next 40 years it systematically extended its control over most of southern Africa to become the dominant imperial force in the region. An important result of this was the start of the sugar industry in the colony of Natal to meet the huge demand for sugar in Britain. To provide labour for the sugar plantations, Britain brought labourers from India, another part of the British Empire. Indian labour laid the basis for the sugar industry in South Africa, but working and living conditions for these workers were difficult.

Teaching guidelines

- During the lesson, draw special attention to Source A and the political settlement in southern Africa in 1860. In addition, clearly identify the mode of the economy so that learners can realise that southern Africa's economy was based purely on agriculture and small trade. Thus the discovery of minerals would spark an industrial revolution in southern Africa and an economy based in industry.

Resources

- Map of southern Africa, similar to Source A on page 37 of the Learner's Book.
- Get the learners to bring one item that they think was manufactured in a factory or to identify the things in the classroom that was made mainly by machines and then to discuss how this way of making things changed people's lives.
- Oral source: ask someone of Indian descent to come and talk to the learners about their family's history and Indian culture in South Africa.

Vocabulary

Words that might be unfamiliar to the learners are in the new word boxes in the margin of the Learner's Book. Make sure you draw attention to these as you go through the unit. When you read the text containing the new words, point out the new words in the context where they are used. Encourage learners to use the new words in their own sentences.

Pacing

This unit should take approximately three hours to complete. There are two activities in this unit.

Activity 5

Explain why Indian labour was brought to Natal

Learner's Book page 39

Guidelines to implement this activity

Learners must work in class, in groups of four to six.

- You could give each group a large sheet of A2 size paper and instruct them to write down their answers.
- When the learners have completed this activity, allow them to stick their sheets of paper against the wall. Now mark the exercise with the class by asking a representative from each group to share one or two of their answer/s.
- Keep the answer sheets up against the wall for at least a week so that the learners will be reminded of the work covered in class for that particular week.

Suggested answers

- 1 By 1860 more than half of southern Africa was under British control.
- 2 India was a valuable colony of Britain because raw materials such as cotton, tea, rice, indigo and jute from these colonies were sent to be processed in British factories. Manufactured goods from Britain, such as textiles and machinery, were sold in India. Therefore India was a supplier of raw materials and resources and also acted as a market for manufactured goods. Through these operations, Britain gained great wealth from its Indian colony.
- 3 Indian indentured labour was brought to work in Natal because most local African people refused to work on the sugar plantations where wages were low. Secondly, at that stage Zululand was still an independent kingdom, and the Zulu leaders did not want the young men to leave to work in the Colony of Natal.
- 4 "Thousands of indentured workers from India were sent to work in other British colonies such as the West Indies, Mauritius, East Africa and Natal."

"Between 1850 and 1900, over half a million indentured workers left India to work on sugar plantations in British colonies in other parts of the world."

- 5 Source B shows that some of the women were very young (possible children); they look very unhappy and are dressed very simply, similarly and modestly without personality, the photograph does not show a happy occasion but rather records them as workers. Source C shows men equally without personality – all without clothing and holding numbers like prisoners; no names. It is degrading and inhumane.

Activity 6

Examine events from different points of view

Learner's Book page 40

Guidelines to implement this activity

- The teacher must mark formal assessments. Marks must be recorded and should be easily accessible.
- Where possible write comments to explain why the learner lost marks so that they can improve in future assessment activities.

Suggested answers

Accept any relevant answers for Questions 1 to 3.

Exemplars of possible answers:

- 1 People of India, the British Empire wishes to offer you the benefits of being part of the world's greatest empire. To ease your economic suffering and ensure a better future, we offer you the opportunity to take up the positions of indentured labourer. As an indentured labourer you will sign a contract in which you agree to work for an employer for a fixed time: usually five years. After this you can make a choice: you could do another five-year indenture, staying in Natal for another five years and then go back to India at the government's expense, or you could accept a piece of land in value to the cost of a return passage. This is a great opportunity. [15]
- 2 My people of Zululand, you do not need to work on the sugar plantations of the British farmers. We are an independent kingdom. You must refuse to work for low wages on sugar plantations. Why work for others when you can work for yourselves and farm your own land? Our young men must not leave to work in the Colony of Natal. Stay in Zululand, preserve our Zulu culture and strengthen the nation. [15]

- 3 I came to the Colony of Natal to escape the poverty in India. We were told we could build a better life in Natal. But the last five years were not as fruitful as I had hoped. We were separated from our families because we were contracted to work for different employers. Working conditions were hard. We had to live in grass huts or corrugated iron buildings that were crowded and unhealthy. The work was difficult and dangerous. We were treated badly and whipped if farmers did not think we were working hard enough. I will stay in Natal because I can get a plot of land to farm and build a future for myself. [15]

Total: 45 marks

Extension activity

Guidelines to implement this activity

- Crossword puzzles are popular activities that can be used for revision or as an extension activity.
- Depending on the learners' levels of competency you can decide to let them make use of their textbook in order to find the answers or use it as a quick surprise class test before moving onto the next unit.

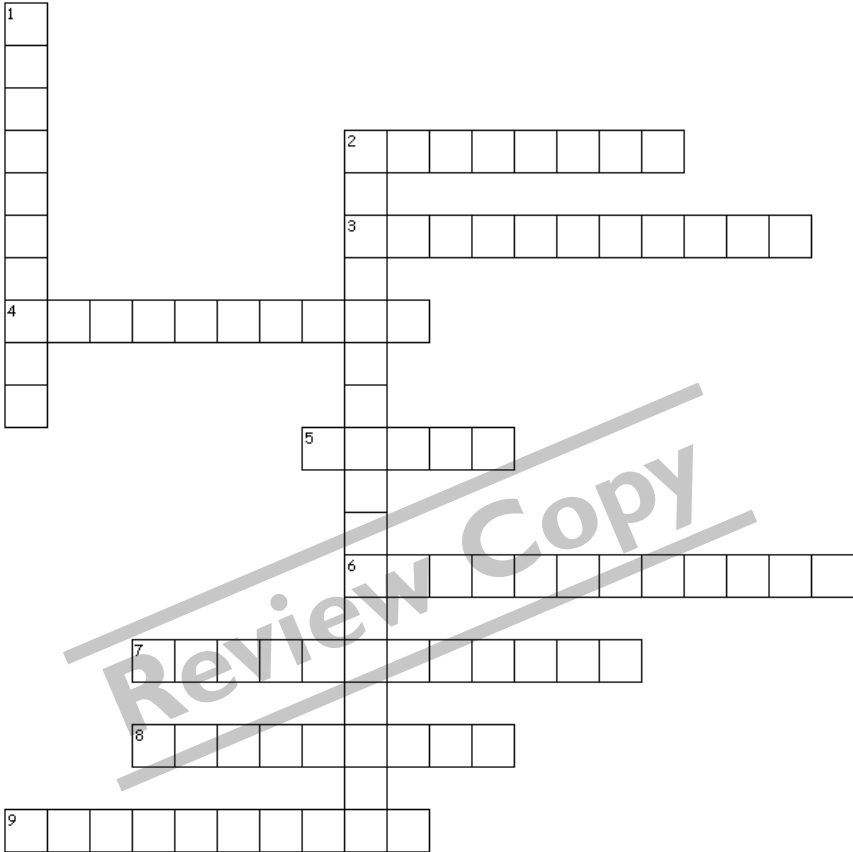
Southern Africa by 1860

Across

- 2 areas of land taken over and controlled by another country
- 3 workers' organisations that work to improve working conditions
- 4 an economy in which goods are made in factories
- 5 when groups of people fight and make a lot of noise and trouble
- 6 the movement of people from rural areas to towns or cities
- 7 goods in their natural state that have not been processed
- 8 workers are badly treated and are not paid as much as they deserve
- 9 an economic system in which property and industry are owned privately for profit

Down

- 1 a complete change
- 2 places where people makes things at home



Unit 3 Diamond mining in Kimberley – 1867 onwards

Learner's Book page 41

Unit focus

The focus of this unit is on the discovery of diamonds in southern Africa and the development of the diamond mining industry. For centuries Africans had been mining and trading gold. But in the 1860s when the richest diamond fields in the world were discovered near Kimberley, an industrial revolution started in South Africa.

Background information

The discovery of diamond set southern Africa on its own path of rapid industrialisation. It also brought fortune seekers from all over the world who wished to claim the riches of Africa, and inevitably they left their mark on South African history.

The discovery of diamonds made Britain a more determined colonising power. Within a short time Britain had taken over Griqualand West, the area where the diamonds had been discovered. The new diamond wealth gradually pulled the British into controlling the whole of southern Africa.

Resources

- Paintings and photographs showing diamond mining and the development of the town of Kimberley.
- Biographies of Barney Barnato and Cecil John Rhodes
- www.sahistory.org.za/people/barney-barnato

Vocabulary

Words that might be unfamiliar to the learners are in the new word boxes in the margin of the Learner's Book. Make sure you draw attention to these as you go through the unit. When you read the text containing the new words, point out the new words in the context where they are used. Encourage learners to use the new words in their own sentences.

Pacing

This unit should take about three hours to complete. There are two activities in this unit.

Guidelines to implement this activity

- Learners must work in pairs.
- Monitor the learners and ensure that each person speaks and listens to his/her partner.
- Learners should write their answers in their notebooks.
- Go through the answers in class.
- Learners should mark their own work.

Suggested answers

- 1 Diamonds were valuable because they were so rare. When they were cut by skilled craftsmen they made beautiful gemstones. They were used in jewellery and were also valued because they were thought to be lucky.
 - 2
 - River diggings: diggers collected small stones from the bottom of a river and washed and sorted them, hoping to find diamonds.
 - Dry diggings: diggers bought a claim, a measured section of earth and they would dig for diamonds in it.
 - 3 After the contestation of the land between the Griqua, the Batlhaping, and the governments of the Orange Free State and the Transvaal, a committee was set up to decide the issue. The commissioner, the Governor of Natal, decided that the land belonged to the Griqua. The Griqua chief, Nicolaas Waterboer, asked the British to help to control the diamond diggings. As a result, Britain took over the diamond fields as the Colony of Griqualand West.
- 4.1
- Source A: Map: object, primary source
 - Source B: Engraving: visual, primary source
- 4.2
- Source A backs up the text by supporting the fact that a claim was a measured section of earth and each person got one claim to dig for diamonds in.
 - Source B backs up the information in the text by showing that as the diggers dug deeper, it became more difficult to lift out the sand and they needed to have more expensive machinery to do it.

- 4.3 The artist has made it look more dangerous and unnatural, with extremely strong black bodies being abused by silly-looking white masters to make a point – it obviously did really happen but probably not exactly like the artist depicts it.

Activity 8

Analyse the role of 'Great Men' in history

Learner's Book page 44

Guidelines to implement this activity

- Learners must work in class, in groups of four to six
- You could give each group a large sheet of A2 size paper and instruct them to write down the answers. When the learners have completed the activity allow them to paste their sheets of paper against the wall. Now mark the exercise with the class by asking a representative from each group to share one or two of their answers.
- Keep the answer sheets up against the wall for a least a week so that the learners will be reminded of the work covered in class for that particular week.

Suggested answers

- 1 De Beers is called a monopoly company because it was a single company that owned and controlled the supply and price of diamonds.
- 2 Rhodes is shown as a king or leader of the diamond industry. Playing cards are usually associated with a game (possibly gambling or taking risks) that must be won. In this regard Rhodes was a participant in a risky game, the mining industry, hoping to make his fortune on the diamond fields and he came out trumps.
- 3 The artist wanted to show that Rhodes was a risk taker and winner.
- 4 Rhodes' success in the mining sector cannot be argued. Cecil John Rhodes owned De Beers Mines and Barney Barnato owned Kimberly Mine. There was competition between them to control the diamond industry. Eventually Rhodes had enough money to buy out all the other claims, as well as Barnato's company.
- 5 Accept any relevant answer, for example:
The role of ordinary people is important because it shows us that history is made by communities and not individuals. The role of ordinary people helps us to understand how societies develop and cope with change.
The role played by leaders is often very interesting and inspirational. Therefore it's important to learn about leaders.

Revision

Learner's Book page 45

Use the following rubric to assess learners' work.

Industrial Revolution Newspaper: Rubric

Name: _____

Class _____

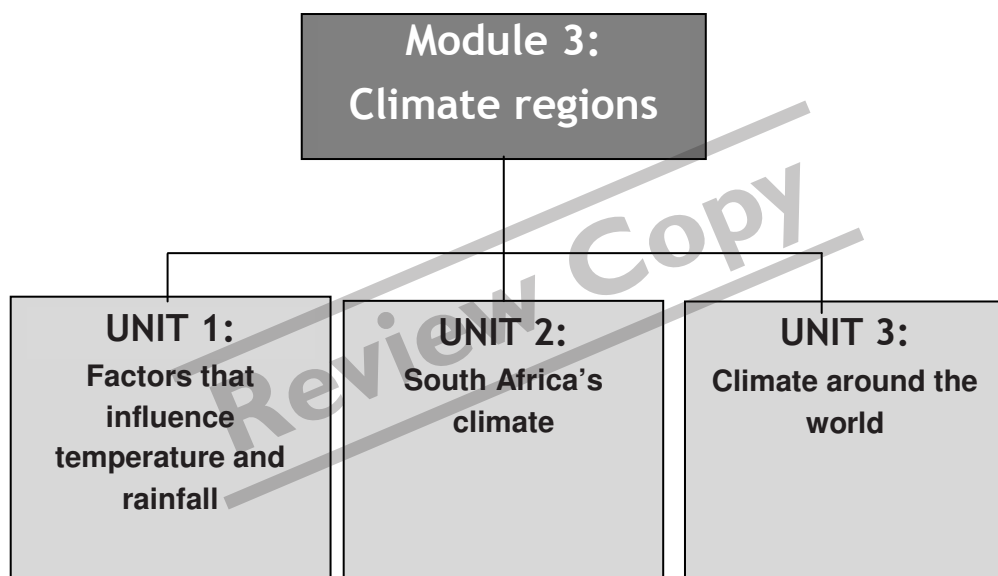
	Excellent	Good	Satisfactory	Needs improvement
News story 1 (30 marks)	<ul style="list-style-type: none"> • Story relevant and accurate • Creative and interesting • General and specific info provided on topic • More than one source is included • About 200 words • No grammar or spelling errors 	<ul style="list-style-type: none"> • Story relevant and accurate • General and specific info provided on topic • A source is included • About 200 words used • Limited grammar or spelling errors 	<ul style="list-style-type: none"> • Story is somewhat relevant but is accurate • There is some general and specific information provided • A source is included • Less than 200 words • Several grammar or spelling errors 	<ul style="list-style-type: none"> • Story is not relevant and not entirely accurate • Information focusses on one or two general or specific aspects • There is no source included • Many grammar and spelling errors • Less than 200 words
Editorial (15 marks)	<ul style="list-style-type: none"> • Provides a good overview of the Industrial Revolution • Takes a position on the Industrial Revolution • Creative and interesting • Thoroughly covers positive, negative, and how to fix the negative • About 100 words • No grammar or spelling errors 	<ul style="list-style-type: none"> • Provides a good overview of the Industrial Revolution • Takes a position on the Industrial Revolution • Covers positive, negative, and how to fix the negative • About 100 words • Limited grammar or spelling errors 	<ul style="list-style-type: none"> • Provides a partial overview of the Industrial Revolution • Does not take a position • Does not cover positive, negative, or how to fix negative • Less than 100 words • Several grammar or spelling errors 	<ul style="list-style-type: none"> • Provides a poor overview of the Industrial Revolution • Does not take a position • Does not cover positive, negative, or how to fix negative • Less than 100 words • Many grammar or spelling errors
Images or graphics, bibliography (5 marks)	<ul style="list-style-type: none"> • Images/ graphics relate well to text and enhance it • More than two images used 	<ul style="list-style-type: none"> • Images/ graphics are related to text and work well with it • Two images/graphics presented 	<ul style="list-style-type: none"> • Images/ graphics are related to text • Two images/ graphics 	<ul style="list-style-type: none"> • Images/graphics are not related to text • No images/ graphics presented

Total: 50 marks

Module 3

Climate regions

Core concepts covered



Overview

Content	Time allocation	LB page	TG page
Factors that influence temperature and rainfall	5 hours	48	69
South Africa's climate	4 hours	54	72
Climate around the world	4 hours	60	75
Revision	3 hours	69	79

Unit focus

In this unit learners will look at five factors that influence temperature and rainfall: distance from the equator, distance from the sea, height above sea level, ocean currents and mountains. Learners will become aware of how these factors cause differences in in temperature and rainfall around the world.

Resources

- A globe
- Atlases with temperature and rainfall graphs
- A wall map of the world
- Pictures of hot wet regions near the equator, cold high mountainous and cold high latitude regions (near the poles); old magazines and tourist pamphlets are useful source of pictures.

Teaching guidelines

- Refer to prior knowledge from Grades 5 and 6 where they covered weather, climate and vegetation in South Africa and the world.
- Use maps to indicate: latitude, distance from the sea and altitude of places.
- Ask learners to place pictures of different climate conditions around a wall map of the world. Connect each place to its picture by means of string.

Vocabulary

interior: inland, away from the sea

Pacing

This unit will take about five hours to complete. There are two activities in this unit.

TIP!

Write key words up on the board so that learners don't forget about the main target points.

Activity 1**Read the climate map**

Learner's Book page 49

Guidelines to implement this activity

- This activity could be done in pairs.
- Check to see that all learners are using the diagram and that they are running their fingers in the right directions.

Suggested answers

- 1.1 Temperatures drop as you move away from the equator.
- 1.2 Temperatures drop as you move away from the equator.
- 2 Temperatures drop as you move away from the equator.
- 3 Temperature decreases from the equator to the poles.

Activity 2**Explain how geographical position affects climate**

Learner's Book page 53

Guidelines to implement this activity

Refer to prior knowledge from Grades 5 and 6. Begin lessons by asking questions like “Why do we always see snow on the tops of mountains?”

Suggested answers

- 1 Temperature decreases with altitude so it is colder at the top of a mountain.
- 2 Distance from the equator or latitude. Temperature decreases with latitude towards the poles.
- 3 Latitude: there is more rain at latitudes with rising air; temperature is highest near the equator.
- 4.1 West – higher
- 4.2 The east has a mountain range – higher, plus the wind blows from the east
- 4.3 western side
- 4.4 Sketch should resemble the sketch on page 53 in the Learner's Book and it must contain the labels windward side, leeward side and rain shadow with an arrow showing the wind direction from the east.

Background information

Why does altitude affect air temperature? The simple answer is that the air pressure gets lower as altitude increases (the higher you go). Any gas gets warmer as air

pressure rises and colder as air pressure lowers. So, if you climb a mountain, the air pressure gets lower, and it gets colder.

Remedial activity

Read the description and look at the map of Australia then answer the questions.

The two Australian cities of Perth and Sydney are on similar latitudes of about 33°S and they are both on the coast. Perth is on the west coast next to the cold West Australian Current and Sydney is on the east coast next to the warm East Australian Current. In winter when the winds blow from the south-west it is usually colder in Perth than in Sydney.

- 1 Explain why Perth is colder than Sydney.
- 2 Use a world map or a map of South America to find the two cities of Buenos Aires and Santiago, which are on opposite coasts and opposite sides of the Andes Mountains. If the east coast has a warm ocean current and the west coast has a cold current, which city will be:
 - 2.1 colder
 - 2.2 drier

Explain your answers.

Guidelines to implement this activity

This activity is aimed at helping learners to understand how ocean currents affect temperatures.

Suggested answers

- 1 The cold ocean current cools temperatures on the west coast.
 - 2.1 Santiago
 - 2.2 Santiago

Unit 2 South Africa's climate

Learner's Book page 54

Unit focus

- The focus of this unit is to revise what learners know about physical maps and to interpret a physical map of South Africa looking more specifically at the factors that influence temperature and rainfall covered in Unit 1.

Teaching guidelines

- Refer to prior knowledge from Grade 5 when they covered: weather, climate and vegetation in South Africa.
- Constantly refer to the maps and the atlas in this unit to make learners familiar with interpreting maps and the location of the towns and cities that have been selected.
- Encourage learners to watch weather forecasts on television and discuss temperatures around the country. Make comparisons and discuss why there are big differences in temperatures.

Background information

By examining the temperatures and rainfall across the country, the following points become evident:

- 1 Towns that are inland have greater temperature ranges than town on the coast due to the moderating influence of the sea
- 2 Towns on the west coast are generally cooler than towns on the east coast due to differences in sea temperatures.
- 3 Towns on the Highveld and above the Great Escarpment have cooler temperatures than those in lower-lying areas due to the effect of altitude
- 4 Rainfall decreases from east to west due to greater evaporation of warm sea water along the east coast.

Resources

- A physical map of South Africa
- Atlases
- Local newspaper weather maps for the local area, and for the country as a whole from national papers

- Daily weather information can be obtained from the
SA weather service www.weathersa.co.za or you can write to them at
Head office: Postal Address
Private Bag X097
Pretoria, 0001
South Africa
- For school and university projects - info@weathersa.co.za
Alternatively send mail marked for attention The Librarian at the Head Office
address. They offer a 48-hour return time on requests of this nature.

Vocabulary

Temperature range is the difference between the highest and lowest temperatures

Pacing

This unit will take about four hours to complete. There are three activities in this unit.

Activity 3

Interpret a physical map

Learner's Book page 54

Guidelines to implement this activity

Spend a bit of time orientating the learners with the map pointing out the latitude and longitude, the altitudes and the ocean currents.

Suggested answers

- 1.1 Johannesburg
- 1.2 Beaufort West, Polokwane, Mmabatho
- 1.3 Mbombela, Musina
- 1.4 Mthatha, Upington
- 1.5 Cape Town, Durban, George and Port Nolloth
- 2 Durban and George
- 3 Port Nolloth and Cape Town
- 4.1 Musina
- 4.2 22°S
- 5.1 Cape Town and George
- 5.2 34°S

Activity 4**Apply your knowledge of factors affecting temperature**

Learner's Book page 57

Guidelines to implement this activity

- Refer back to content which was covered in Unit 1, on factors affecting temperature.

Suggested answers

- 1.1 Beaufort West
- 1.2 Latitude
- 1.3.1 8 degrees
- 1.3.2 11 degrees
- 1.4 Beaufort West
- 1.5 Beaufort West's distance from the moderating influence of the sea near George
- 2.1
 - same latitudes
 - both at sea level
- 2.2 Different ocean currents
 - Latitude
 - Altitude

Activity 5**Apply what you have learnt**

Learner's Book page 59

Guidelines to implement this activity

Refer back to what was covered in Unit 1 on factors affecting rainfall.

Suggested answers

- 1 Winter rain
- 2 Yes
- 3 Cape Town
- 4.1–4.2 These answers will be specific to each school and town.
- 5 These answers will be specific to each school and town. Their answer, however, has to take in account the fact that :Latitude affects seasonal rainfall.

Unit focus

- In this unit learners will learn the differences between weather and climate.
- Learners will learn the elements of weather: temperature, humidity, wind and precipitation.
- Learners will learn about 11 different kinds of climate and their characteristics.
- Learners will look at climate regions and climate graphs for different climatic regions. They will learn how to read and interpret these graphs.
- Learners will look at the links between climate regions and factors that affect temperature and rainfall.

Teaching guidelines

Refer the learners back to what they learnt about climate and vegetation around the world in Grade 6.

Resources

- Pictures of different climate regions obtained from magazines, and travel pamphlets. They can be put around a world map on the wall, and linked to the appropriate region by string.
- Map of the world
- Atlases

Vocabulary

Words that might be unfamiliar to the learners are in the New word boxes in the margin of the Learner's Book. Make sure you draw attention to these as you go through the unit. When you read the text containing the new words, point out the new words in the context where they are used. Encourage learners to use the new words in their own sentences.

Background information

The big difference between weather and climate is related to time. The short-term atmospheric conditions are described by weather, and the long-term conditions by climate.

The South African Weather and Disaster Information Service is a non-profit organisation run by volunteers; its main goal is to warn people about extreme weather, such as floods.

Pacing

This unit will take about three hours to complete. There are three activities in this unit.

Activity 6

Differentiate between weather and climate

Learner's Book page 62

Guidelines to implement this activity

Relate certain weather conditions to how they are experienced. For example ask learners to describe the weather in the region where they live. If it gets humid ask them to describe how this feels. Get them to describe things like wind-chill in winter so that when you are teaching this unit it seems more real and relevant to them.

Suggested answers

1.1

- The first statement refers to climate.
- The second statement refers to weather.

1.2

- The first statement refers to humidity.
- The second statement refers to wind and precipitation.

Activity 7

Read and interpret graphs (formal assessment task)

Learner's Book page 66

Guidelines to implement this activity

- Use books, magazines, and or the Internet to provide as many pictures as possible of the various climatic regions.
- The teacher must mark formal assessments. Marks must be recorded and should be easily accessible.
- Where possible write comments to explain why the learner lost marks so that they can improve in future assessment activities.

Suggested answers

1

Kind of climate	Highest monthly temp (°C)	Lowest monthly temp (°C)	Temperature range (°C)	Highest monthly rainfall (mm)	Lowest rainfall (mm)	Annual rainfall (mm)
Equatorial	29	28	1	260	170	2 415
Tropical	30	25	25	380	0	1 500
Sub-tropical	35	25	20	225		787
Temperate - Mild and wet	21	11	10	100	80	900
Mediterranean	28	10	18	75	0	550
Continental	21	-9	30	100		1 050
Tundra	9	28	35	60	40	427
Polar	0	-26	80	25	9	203
Semi-desert	16	-16	20	60	2	217
Desert	29	8	37	0.1	0	54

[10]

- 2.1 Polar (1)
- 2.2 Equatorial (year round) (1)
- 2.3 Equatorial (1)
- 2.4 Continental, tundra, desert, semi-desert (4)
- 2.5 Equatorial (1)
- 2.6 Desert (1)
- [9]
- 3 Mediterranean [1]

Total: 20 marks

Guidelines to implement this activity

- This activity is best done working in pairs.
- Spend time going over the map of climate regions as well as the links between the world's climate regions and the factors that affect climate making sure that learners have a good understanding of these links.

Suggested answers

- 1.1 Continental to temperate
- 1.2 Temperature increases
- 1.3 Latitude
- 2.1 Mediterranean
- 2.2 Winter
- 2.3 Latitude
- 3.1 Desert (Ulan Bator is in Mongolia); and tropical (Kolkata is in India)
- 3.2 Kolkata
- 3.3 It is in a tropical region.
- 4.1 Tropical (Eastern Bolivia)
- 4.2 Warm and wet
- 4.3 La Paz is at a very high altitude

Revision

Learner's Book page 69

Suggested answers

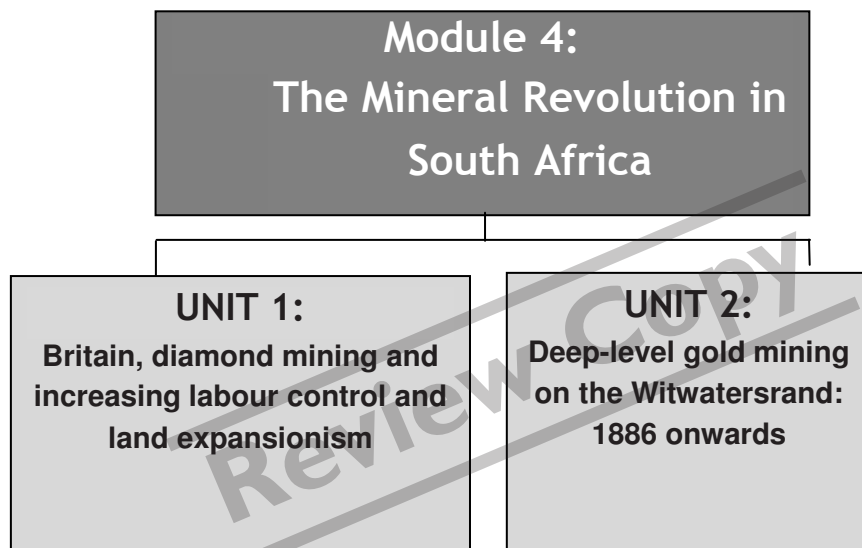
- 1 Latitude, distance from the sea, altitude, ocean currents and relief. [5]
- 2.1 Temperature changes with latitude. It **decreases** as you move from the equator to the poles.
- 2.2 Temperature **decreases** with altitude.
- 2.3 Rain is more likely to fall in places where air **rises**.
- 2.4 Places far from the sea have a **larger** temperature range than places on the coast.
- 2.5 More rain falls on the **windward** side of a mountain.
- 2.6 Johannesburg on the plateau of SA will be **colder** than Mbombela at a lower altitude.
- 2.7 Port Nolloth on the west coast is **colder** than Durban on the East coast because of the effect of ocean currents. [8]
- 3.1 A
- 3.2 A
- 3.3 A
- 3.4 Temperature decreases from the equator to the poles [4]
- 4.1 5 degrees in December
- 4.2 -25 degrees in June, July and August
- 4.3 December/January 250 mm
- 4.4 June/July 200 mm
- 4.5 summer
- 4.6 northern
- 4.7 tropical [8]
- 5 Temperate is better because summers are warm even though it may rain throughout the year; tundra receives snow and in summer the ground below the surface remains frozen. [5]

Total: 30 marks

Module 4

The Mineral Revolution in South Africa

Core concepts covered



Overview

Content	Time allocation	LB page	TG page
Britain, diamond mining and increasing labour control and land expansionism	2 hours	72	81
Deep-level gold mining on the Witwatersrand	10 hours	77	86
Revision	3 hours	91	97

Unit focus

This module focuses on the Mineral Revolution, the period of dramatic and rapid economic change in South Africa, which followed the discovery of diamonds and gold. The first unit focuses on the systems of labour control over mine workers that developed. It also focuses on the loss of land and independence by African kingdoms such as the Xhosa, Pedi and Zulu.

Background information

The Mineral Revolution started when diamonds were discovered in the Kimberley district and continued with the discovery of gold 20 years later in the Witwatersrand. The British government's view of southern Africa changed. Britain was now intent on conquering the last independent African kingdoms and incorporating the two independent Boer Republics in their southern African empire.

Until this time, several African kingdoms had maintained their independence. People grew their own food and traded for goods that they needed. But the mine-owners needed labour, and Britain wanted to ensure a steady supply of labour for the mines. So Britain went to war against these kingdoms, took over their land, and introduced new taxes. This meant that people had to find jobs on the mines to earn money to pay their taxes. So the Mineral Revolution led to the defeat and dispossession of the remaining independent African kingdoms.

Resources

- A movie you could show about the Anglo-Zulu war and the battle of Isandlwana is *Zulu*.
- The book *Diamonds and Gold* by Barbara Johanesson and Pam van Dyk is useful as it contains visuals and many sources.
- www.miningweekly.com/article/the-introduction-of-the-closed-compound-system-2011-07-22

Teaching guidelines

Vocabulary

allies: to associate with an alliance or a common cause or purpose

Pacing

This unit should take about two hours to complete. There are two activities in this unit.

TIP!

Write key words up on the board so that learners don't forget about the main target points.

Activity 1

Analyse different views of the closed compounds

Learner's Book page 74

Guidelines to implement this activity

- Learners must work in pairs.
- Monitor the learners and ensure that each person speaks and listens to his/her partner.
- Learners should write their answers in their notebooks.
- Go through the answers in class.
- Learners should mark their own work.

Suggested answers

- 1 Closed compounds were groups of buildings that were surrounded by high walls. Workers were not allowed to leave the compounds, except to go to work each day. The closed compounds were built by the mining companies to stop the workers from stealing diamonds.
- 2 Mining companies liked the migrant system because it meant that mines would have a constant supply of unskilled workers. It meant that labourers never stayed long enough to learn skills and so could be paid low wages.
- 3.1 Merriman highlighted the bad conditions in the compounds. He reported that there was no regard for the moral and physical welfare of migrant labourers within the closed compound system.
- 3.2 Van Zyl described the compounds as an opportunity in which migrant workers could gain access to “proper housing”, food and medical care. The months in the compound, according to Van Zyl, allowed the worker to save money and buy items such as blankets, shoes, clothing or the item that was most desired – a rifle.

- 3.3 The Kimberley labour force “was racially divided by the 1880s” because there was segregation on various levels. White workers were employed in supervisory or skilled positions and lived in boarding houses and houses in Kimberley. Black workers were employed as unskilled labourers and lived in closed compounds.
- 3.4 Source C supports what is said in Source A. Source C asserts that living conditions in closed compounds were “initially appalling”, while Merriman's writings about the period when the first compounds were set up highlights how bad the conditions in the closed compounds were because the moral and physical welfare of the labourers were disregarded.

Activity 2

Analyse the dispossession and defeat of African kingdoms

Learner's Book page 76

Guidelines to implement this activity

- Learners should write their answers in their notebooks.
- They can work in class or do this activity for homework or a combination of the two.
- Go through the answers in class.
- Learners should mark their own work.

Suggested answers

- 1 Britain fought against and defeated the independent African kingdoms and took over their land. They forced them to pay taxes. The main reason for forcing people to pay taxes was to make them become part of the cash economy. To get money they would have to become wage labourers in the mines.
- 2 The Mfengu and the Swazi fought on the side of the British because they were allies and chose to fight against their African enemies. By aligning themselves with the British, they also saved themselves from being attacked by British armies.
- 3 The British were unable to defeat the African kingdoms easily. After a number of wars they finally took over the lands of the Xhosa people who lived west of the Kei River, the Gcaleka-Xhosa. The Xhosa living east of the Kei River, were still independent. In 1877 a war broke out between the Mfengu and the Gcaleka-Xhosa. The British had to use their alliance with the Mfengu as an excuse to fight against the Gcaleka-Xhosa. It was only after a year of fighting that the British defeated the Xhosa forces.

Zululand was a large and independent kingdom ruled by King Cetshwayo. Britain accused him of planning a war. They used this excuse to invade Zululand in 1879. The Zulu won a major victory by defeating the British at the battle of Isandlwana, even

though the British had the advantage of guns. This was Britain's biggest defeat in all the colonial wars. Their victory helped the Zulu maintain their independence a little longer. After a number of battles the Zulu were finally defeated at the battle of Ulundi and after a few years, Britain took over the whole of Zululand.

Many Pedi men worked as migrant workers on the diamond mines and bought guns. King Sekhukhune built up a strong army of 15 000 men. The Pedi army was able to resist the Boer forces who wanted to prospect for gold. In 1879 the British sent a large army to attack the Pedi who put up a fierce resistance. The British managed to defeat them with the help of 8 000 Swazi troops.

Extension activity

Guidelines to implement this activity

- Crossword puzzles are popular activities that can be used for revision or as an extension activity.
- Depending on the learners' levels of competency you can decide to let them use their textbook to find the answers or use it as a quick surprise class test before moving onto the next unit.

Review Copy

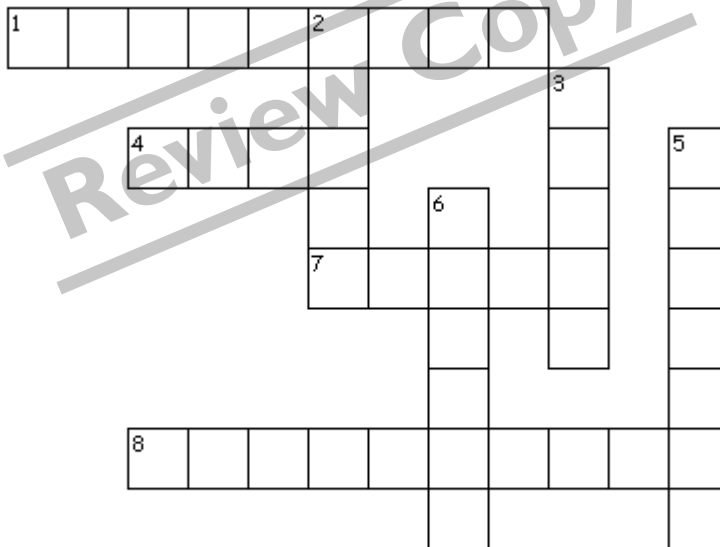
Britain, diamond mining and increasing labour control and land expansionism

Across

- 1 buildings for black mine workers to live in
- 4 defeated by the British in 1879
- 7 being forced to leave your place of birth for political reasons
- 8 someone who looks for minerals such as diamonds and gold

Down

- 2 to put things together
- 3 money that has to be paid to the government
- 5 beating your enemy in a war
- 6 long-barrelled guns that are held up to the shoulder for shooting



Unit 2 Deep-level mining on the Witwatersrand

Learner's Book page 77

Unit focus

As the Mineral Revolution in South Africa progressed, larger companies formed monopolies and dominated the mining industry. Their decisions were based on maximum profit often at the expense of ordinary South Africans. While some groups tried to resist the discrimination it was impossible to resist the turning point that the Mineral Revolution represented in South Africa's economic and political history.

Teaching guidelines

Ask learners to watch the news to get the current value of gold. They should watch the economic indicators segment for comparison of gold and platinum prices.

Background information

The Mineral Revolution was a turning point in South African history. The systems of labour control used on the mines set the basis for future segregation policies. Workers were strictly segregated, and white workers had a privileged position in the workplace. The movement of black workers from rural areas to the towns was strictly controlled.

The Mineral Revolution also led to a changing balance of power. By 1902 the whole of southern Africa was under British control and in 1910 the different colonies united to form the Union of South Africa. Only whites had political rights (except in the Cape Province where black men could also vote). The new government of South Africa passed a Land Act in 1913 which declared that blacks could only own land in the 'reserves' (which made up only 7% of the land.) Many people living in these overcrowded reserves could no longer support themselves so they were forced to get jobs on the mines, or in towns or on white-owned farms.

There was resistance to the unfair segregation laws (such as an uprising in Natal, and non-violent protests by Indians) and new political organisations were formed to resist them (such as the African National Congress in 1912).

Resources

- The book by Luli Callinicos called *Gold and Workers* is very useful as it gives commentary and uses various sources. It focuses on the workers' perspective.
- Poems about mining by African authors.
- Oral source: ask someone in your area who worked on the mines to talk about what mining is like and what their experiences were. They could also talk about whether mining is still the same as it was when it was set up in the late 19th century.
- Books by Bill Nasson and Peter Warwick on the South African War.

Vocabulary

exploit: to use selfishly to one's own ends, especially for profit

infringe: to violate, encroach or trespass

bureaucratic: administration characterised by excessive red tape and routine; intrusive

Pacing

This unit should take about 10 hours to complete. There are seven activities in this unit.

Activity 3

Assess the value of gold

Learner's Book page 77

Background information

In some countries, you can buy a gold bar at the major banks. A bar normally weighs about 12 kg. This is 400 ounces and is called a Good Delivery bar. (Gold costs more or less R1400 per ounce, so less than R600 000 for a bar.)

A kinebar has a kinegram, which is like a hologram (although it is flat), and similar to the one we find on a banknote. The Union Bank of Switzerland uses the kinegram as a security device on gold bars.

Guidelines to implement this activity

- Learners must work in pairs.
- Monitor the learners and ensure that each person speaks and listens to his/her partner.
- Learners should write their answers in their notebooks.
- Go through the answers in class.

- Learners should mark their own work.

Suggested answers

- 1 Gold has been esteemed throughout history because it is regarded the most valuable metal. It is valued as a form of wealth as it does not decay over time. Early traders used it as a form of money and some of the first coins were made of gold. As trade grew, gold was seen as a kind of world currency because of its value, quality and rarity.
- 2 It was more convenient to use paper money instead of gold coins.
- 3 Governments had to actually own the amount of gold that the banknotes represented. Even though countries no longer use gold in this way, it is still used as a way of measuring or comparing other forms of wealth.

Activity 4

Compare information about conditions in the mines

Learner's Book page 79

Guidelines to implement this activity

- Learners must work in pairs.
- Monitor the learners and ensure that each person speaks and listens to his/her partner.
- Learners should write their answers in their notebooks.
- Go through the answers in class.
- Learners should mark their own work.

Suggested answers

- 1 A huge amount of gold was discovered (on the Witwatersrand) in the Boer Republic of the Transvaal.
- 2 The population in the Witwatersrand grew in the late 19th century as people from all over southern Africa and from overseas countries went to seek their fortunes or to find work on the gold mines.
- 3 Mining on the Rand became expensive because most of the gold on the Rand was very deep in the earth, so it had to be extracted. Big machines were needed to dig deep shafts into the ground and engines and drills were required to drill deep into the rock. Machines were also needed to crush the ore to get the gold out. The ore on the Rand is very low grade, meaning that a large amount of ore had to be dug up and crushed to get out small amounts of gold.
- 4.1 Source B shows how men work in the gold mines – it shows the process of mining, working in tunnels.

- 4.2 Source C supports what the text says as it confirms that migrant labourers worked underground with industrial tools such as drills to break hard rock or ore.
- 4.3 Source B is more useful to understand how a mine worked because it clearly shows the processes of mining including the tunnels and the drills.
Source C is more useful to understand the thoughts of a miner because the song was written and sung by Mozambican miners. It expresses thoughts about how men worked and how hard the rock was that they had to drill as well as how dangerous the work was because men died underground.

Activity 5

Explain how the gold mining industry worked

Learner's Book page 80

Guidelines to implement this activity

- Learners should write their answers in their notebooks.
- They can work in class or do this activity for homework or a combination of the two.
- Go through the answers in class.
- Learners should mark their own work.

Suggested answers

- 1.1 At first most of the money to cover the costs of deep-level mining came from people and companies who made their fortunes in the Kimberley diamond mines. But within a while deep-level mining meant that large companies were formed to cover the costs of mining.
- 1.2 Large mining companies were formed to cover the cost of deep-level mining.
- 1.3 Large mining companies raised money by selling shares (ownership of a small part of a company). People bought shares because they hoped the mining companies would make a profit.
- 1.4 Randlords were wealthy businessmen who controlled the gold mining industry by owning most of the shares in the companies.
- 1.5 In 1887, the big mining companies joined together to form a union of companies called the Chamber of Mines. This gave them greater power because they could make decisions about how mines would work. In this way they could make sure that the mining companies became more powerful and rich. The union of mining companies stopped competition between them as they agreed to standardise certain mining practices such as workers' wages.

- 2 In order to start a mine, a mine owner would need big machines to dig deep shafts into the ground as well as engines and drills to drill deep into the rock. Machines were also needed to crush the ore to get the gold out. Therefore the mine owner would need large amounts of capital to buy industrial machinery.
- 3 The Randlord “eating” the black workers represents their hunger, greed and lust for money and gold that cannot easily be satisfied. It represents how greed drove them to exploit their workers by paying low wages, providing poor living conditions and dangerous work environments.

Activity 6

Explore the mine workers’ experience of mining

Learner’s Book page 82

Guidelines to implement this activity

- Learners should write their answers in their notebooks.
- They can work in class or do this activity for homework or a combination of the two.
- Go through the answers in class.
- Learners should mark their own work.

Suggested answers

- 1 Mines got workers from the rural areas to come work on the mines through sending agents to sign up workers in the rural areas before they reached the Rand. They signed contracts with fixed wages and could not leave their jobs before the end of their contract.
- 2 The contract ensured that workers could not leave their job before the end of their contract. The compounds where they lived were owned and controlled by the mining companies. They could only leave the compounds to work on the mines and had to return at the end of each day. They were subjected to searches. All migrant workers had to have a pass stating which mine they worked for. They could not move from mine to mine in search of higher wages. With living and working conditions firmly under the control of mine owners they ensured a steady supply of workers.
- 3.1 The migrant labourer came from Mozambique.
- 3.2 He signed a contract for 24 months or two years.
- 3.3 He was worried that he would die.
- 3.4 Living conditions for miners were basic. Source F shows provision only for sleeping quarters and small personal belongings. There was also no privacy as it was a communal sleeping and living area.

- 3.5 Sources may be biased therefore a number of sources need to be studied in order to draw more accurate conclusions about the mine workers' experiences.
- 4 The pass system meant that all migrant workers had to have a pass stating which mine they worked for. It took away people's freedom of movement because at the end of the contract, when the pass expired, workers were not allowed to stay in the towns. They had to return to their homes in rural areas (reserves). The pass was needed to allow blacks in urban areas; if the pass was not correct the person could be jailed or sent back to the reserves. Evidently, the pass system limited and infringed upon people's freedom of movement.
- 5 **Source G** reveals that people disliked the pass system because it was a bureaucratic official document that limited your movement and kept you away from home.
- Source H** shows that the pass system was disliked and it caused people to question the rules of the system; it caused anxiety because people had to always carry the pass with them and could not risk losing it or else they would go to jail or be sent back to the reserves.
- 6 Primary sources give different perspectives of people who experienced working on the mines. They are useful because they reveal the people's feelings, emotions and attitudes, of that time and moment.

Activity 7 Analyse the effect of mining on family life

Learner's Book page 84

Guidelines to implement this activity

- Learners must work in small groups.
- Learners should write their answers in their notebooks.
- Go through the answers in class.
- Learners should mark their own work.

Suggested answers

- 1 The role play should reflect women and children in the rural areas having to take over the responsibilities of men; farming the land and looking after cattle as well as running the affairs of the family in addition to taking care of their children, the old and the sick.
- 2 Children would ask their fathers a variety of questions such as:
 - "How dangerous is it on the mines?"
 - "What do the cities look like?"
 - "Do you miss us when you are living in the city?" ...

- 3 The men were treated with respect because mining was dangerous. Secondly, they were also respected because they were wage earners and could buy their families gifts when they returned. Thirdly, men working in the mines generally became “westernised” or urbanised by adopting western clothing – they would buy and wear suits and shoes.
- 4 White miners had the right to vote so the government and mine workers treated them better than black workers and passed laws to protect the white workers. This ensured continued loyalty of white miners through their votes.
- 5 The government passed laws to protect white workers. The laws stated that only white workers could do certain types of work (such as blasting). Therefore white workers could train to learn skills, while black workers would remain unskilled. The Transvaal government also introduced discriminatory laws that banned Indians from working in the mining industry so that white workers and traders did not have to compete with them for jobs or business.
- 6 The family life of white workers was not affected because they were allowed to live in the mine villages or in the surrounding town with their families. They did not have to live in single-sex compounds or be controlled by a pass system like the black workers were.
- 7 The government discriminated against Indians by passing laws that banned them from working in the mining industry. They were only allowed to trade in certain areas. They were banned from walking on pavements and Indians over the age of eight had to carry a pass.

Activity 8

Examine the impact of mining: resistance and development

Learner's Book page 86

Guidelines to implement this activity

- Learners must work in pairs.
- Monitor the learners and ensure that each person speaks and listens to their partner.
- Learners should write their answers in their notebooks.
- Go through the answers in class.
- Learners should mark their own work.

Suggested answers

- 1 Miners resisted by deserting their jobs in the middle of a contract. Sometimes they boycotted the mines and refused to sign up. They also went on strikes. They also resisted in smaller ways by: working slowly (go-slow), breaking tools or pretending that they did not understand instructions.

- 2 A strike is a form of protest in which workers refuse to work in order to get better pay or working conditions. It is usually only used if the workers have spoken to their employers about improving their situation but nothing was improved or done.
- 3 Politically, government supported the mine owners because the workers, black people, could not vote, whilst mine owners could. To ensure continued voter support government would have to support miner owners. Economically, government received tax revenue from mine owners; therefore the government's prosperity was linked to the mine owners' economic success.
- 4.1 Key shows towns and railway lines.
- 4.2 About 600 km
- 4.3 1880s and 1890s
- 4.4 Towns developed along railway lines because they provided economic opportunities. It would be easier and cheaper to transport trade goods and passengers along railway lines.
- 4.5 The railway lines link to coastal towns because it meant that export goods could be transported quicker from inland towns to coastal ports. From the ports they would be easily transported, cheaply, via the sea.

Activity 9 Assess changes resulting from the Mineral Revolution

Learner's Book page 90

Background information

Before the Mineral Revolution, South Africa was mainly a farming nation, but afterwards, the country was unified into a much more industrial nation. The Mineral Revolution had a very negative impact on race relations and formed the basis of apartheid.

Guidelines to implement this activity

- Learners must work in pairs.
- Monitor the learners and ensure that each person speaks and listens to his/her partner.
- Learners should write their answers in their notebooks.
- Go through the answers in class.
- Learners should mark their own work.

Suggested answers

1.1 As a result of the Mineral Revolution, Britain became more powerful because there was a change in the balance of power in southern Africa. It took over the diamond fields and defeated the strongest independent African kingdoms. After the discovery of gold, Britain fought a war against the Boer Republics (the South African War 1899–1902) and defeated them; they became British colonies. Spurred on by the discovery of minerals, by 1902 the whole of South Africa was under British control. Basically put, economically and politically Britain became more powerful as a result of the mineral revolution.

1.2

- 1902: African Political Organisation
- 1903: Transvaal Indian Congress
- 1912: South African Native national Congress (ANC)

They hoped to resist the changes in South Africa. These changes included white-held power within the Union of 1910 and the 1913 Land Act, which put most of the land in South Africa under white control.

1.3 Examples of resistance after 1902 included an armed uprising in Natal in 1906. Government crushed the Bambatha Rebellion very harshly: about 4 000 of Bambatha's followers were killed, 7 000 were imprisoned and 4 000 were sentenced to be whipped for their part in the resistance. Another example is the non-violent resistance by the Indian community, the Satyagraha Campaign, in which Indians launched a campaign of non-violent resistance against laws that discriminated against them. Indian workers went on strike. Gandhi led an illegal march into the Transvaal. Gandhi and other leaders were arrested but the government agreed to change some laws.

2 The areas of South Africa where railways were developed to transport goods, were all in areas where only whites could own land. Therefore, the black people could not own land in areas that were rich in resources.

3 Answers will differ. Accept any relevant response.

Exemplar paragraph:

The Mineral Revolution can be referred to as a turning point in South African history because it caused important economic and political changes.

Economically, the economy was no longer based solely on farming, but on mining and industry as well. Factories, machinery and workshops along railways and roads became part of the landscape of industrialised South Africa. Politically, the Mineral Revolution caused changes to the balance of power in southern Africa. Britain took over the diamond fields and defeated the last remaining

independent African kingdoms and the two Boer republics; resulting in Britain's outright political dominance in southern Africa.

Once learners have finished answering the questions in activity 9, on page 90 of the Learner's Book, you can use the word search to introduce the current unit or for revision as a remedial or extension activity.

Extension activity

Guidelines to implement this activity

Use the word search puzzle as an introductory activity to get learners excited about the work by searching for words that will appear in the unit. Alternatively, use the word search puzzle as a remedial activity after you have taught the unit. The idea is to get weaker learners excited about the work by searching for words that have appeared in the unit. The puzzle can also be used as an extension activity. Firstly, ask learners to find all the listed words. Lastly ask the learners to use each word to construct a sentence that displays their knowledge of this unit.

Find the following words in the puzzle:

BANKNOTES	BOYCOTT	DISCRIMINATE
DYNAMITE	EGOLI	EVIDENCE
GOLD	JOHANNESBURG	MIGRANT
MOZAMBIQUE	ORE	RANDLORDS
RESERVES	RESISTANCE	SANNC
SATYAGRAHA	SEGREGATION	SHARES
UNION	VOTE	

Deep-level gold mining on the Witwatersrand: 1886 onwards

HYNRESISTANCEUVUTDRSHARES
LPMOZNRYZRYZNMOTYGAOQSPRN
AZOLIYJDUDMIXGONNKNELAFNN
WAHXVTWSXBORWCAAHMDLONARB
KURGIOAESNFMYMIXJALEZNPPZ
OWGRKMYGCCCOIYCKESOZGCGHX
EPPBWNKGENBTQPEIQCRKQOSBI
UXUHQJOUUREEPPAUDCDFKCLAI
BVQEWMDTJPGDJQEUACSRVPNIQ
IAZDOIXUVFJEIJLPSXCATEKAC
IPNDLOGRVFAISVJNLITLCAPTL
GSUKMCVRCOQUGTELNYJSHTLLS
YNOONDBWIKWQMNVFUTDATBWYC
SCBQQOCADMRBADCXLIRENKEXR
SANWPKTVMCUZTAHSGGBAXULH
NSEVRESERFRKBAGCAYYHRVQJQ
MQDXEKNASGDSNZRYMEEWGTIZM
GRUBSENNAHOJQITEPRAYIWBKN
YMAKFHZUPXBWMATJTQVNMDMPB
ESSMZCJMIHGISRZECAHQAWM
VORHALVUVJNLZITWCZVAMKZZP
MMQFGOJKTADTHFVVOZSRVAOLG
ZBCMDKXOTMYQNRJQCILUWRMWG
JSGQWMFEIFKXGTFRRRYZJVDUZ
FLTTHHCHGZNTPWLJWAJVBXURLB

Revision

Learner's Book page 91

- 1.1 Kimberley ✓ (1)
- 1.2 "The discovery of diamonds drew thousands of people." ✓✓ (2)
- 1.3 A railway network linked the interior of the country to the coastal ports, ✓ rail transport provided cheaper, ✓ quicker ✓ and more effective modes of transportation in southern Africa. (3)
- 1.4 Raw materials and goods were transported from the interior of the country to the coastal ports, ✓ from there they would be shipped all over the British Empire or world. ✓ These various activities around the coastal ports ensured an economic boom because they were part of the British Empire's network of trade. ✓ (Accept any two points.) (2)
- [8]
- 2.1.1 India (1)
- 2.1.2 The British colonial government had to source workers from India because Zululand was still an independent African chiefdom ✓ and the men were unwilling to work on the plantations ✓ because they could farm their own land ✓ or make more money working in the mines. ✓ (Accept any two points.) (2)
- 2.2 A migrant labourer moves from his rural home on the reserves to work on the mines ✓ and when his contract expires, he returns home. ✓ (2)
- 2.3 The women left behind on the reserves were increasingly burdened with having to farm the land without the help of stronger and younger men. ✓ They had to grow crops and look after the cattle. ✓ They had to run the affairs of the family. ✓ They had to take care of their children, the old people and nurse the sick. ✓ (Accept any three points.) (3)
- 2.4 The source states that a miner could earn as much as £20 (about R100), for a large diamond if he handed it to an overseer, and even more than that from an illicit diamond buyer. ✓ Illicit means that unlawful diamond buying took place. ✓ (2)
- 2.5 Black people were not allowed to hold claims; ✓ they were forced to live in closed compounds ✓ and were regularly subjected to searches. ✓ (3)
- 2.6 Men needed money to pay the taxes demanded by the British colonial government. ✓✓ In the 1880s men in Kimberley could earn almost eight times more than plantation wages in Natal ✓✓ and according to statistics black workers in Kimberley earned more than the average rural labourer in England. ✓✓ (6)

- 2.7 Source B is a secondary source ✓ because Miss Belelie is interpreting and reporting information that she has studied and learned. The information she provided is told or reported long after the Mineral Revolution in South Africa. ✓✓

(1+2 =3)

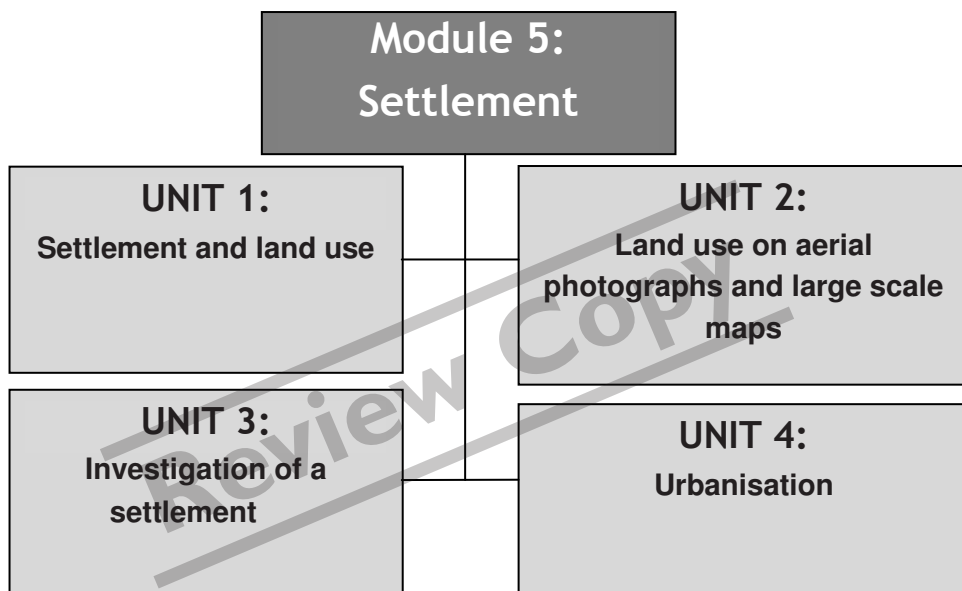
[22]

Total: 30 marks

Review Copy

Module 5 Settlement

Core concepts covered Module



Overview

Content	Time allocation	LB page	TG page
Settlement and land use	3 hours	94	100
Land use on aerial photographs and large-scale maps	3 hours	99	102
Investigation of a settlement	2 hours	103	105
Urbanisation	5 hours	108	106
Revision		113	110

Unit focus

- In this unit learners will look at urban and rural settlements.
- Learners will look at the different ways land is used and the reasons or functions for using land in these ways. For example: industry, residential, farming or mining.

Background information

The activities that largely occur around rural settlements i.e. farming, fishing, mining and forestry are classified as primary activities. While those such as manufacturing and providing services such as banking are classified as secondary and tertiary respectively and are found in urban settlements.

Resources

- Land use maps – Dept of Rural Development: MapPack Project, Private Bag X10, Mowbray, 7700. Fax: 021 6891351
- Atlases: Large scale maps with land use zones
- Aerial photographs from books such as: The Earth from the Air – by Y Arthus-Bertrand. Published by Thames and Hudson
- Street Guides – Map Studio
- People: community members
- Newspaper articles and stories about social issues in towns and cities
- Picture books and photographs to illustrate different settlements in Africa
- Learner's Book page 94
- Map of Africa
- Atlases

Teaching guidelines

- Refer to the local area wherever possible when discussing concepts and looking for examples.
- If possible take the learners on a fieldtrip. Do a walking tour of the local CBD and point out examples of typical buildings and activities.

- If a fieldtrip is not possible, use pictures in magazines of different types of houses and industrial buildings so that learners can visualise what the different zones look like.

Vocabulary

community-based: an activity that happens within a certain community only and not in the broader region

Pacing

This unit will take about three hours to complete. There are two activities in this unit.

TIP!

Write key words up on the board so that learners don't forget about the main target points.

Activity 1

Plan an urban settlement

Learner's Book page 96

Guidelines to implement this activity

- Allow a certain degree of flexibility with some answers as long as learners can give good reasons for their answers.

Suggested answers

- 1 Enlarged copy of the sketch Learners Bookpage96. Make sure that all the symbols are correctly situated.
- 2.1 The area around the office blocks, banks and shopping centre.
- 2.2 Factories and heavy industry will be located outside the town, but possibly with access to the railway line.
- 2.3 Higher income houses will be closer to parks, schools and shopping centres.
- 2.4 Poorer people will live closer to industrial areas and have access to railway station.
- 3.1 – 3.2 The CBD will have the banks, office blocks, petrol station, shopping centres and library; the schools and parks will be on the outside of the CBD and fairly close to the railway station.

Activity 2

Identify rural settlements

Learner's Book page 98

Guidelines to implement this activity

- Make sure that learners know the meaning of words like: nomadic and community-based (use new word feature)

Suggested answers

- 1 Learners must find areas on an atlas or map.
 - 2.1 (Morocco) 5 (Mali/Ethiopia)
 - 2.2 (Skukuza) 6 (Haarlem – Langkloof)
 - 3.1 (mining) 6 (fruit farming)
 - 3.2 (fishing village) 5 (community based log cutting); 6 (local fruit drying)
 - 3.3 (resort in Morocco) 3 (Kruger National Park)
 - 3.4 (nomadic herders – tourist resort) 3 (farming – reserve and tourism)
 - 3.5 (herders and resort) 3 (wildlife reserve and tourism)
- 4 Mining

Remedial activity

- Give some extra practice to learners who got several answers wrong.
 - Below are some examples of typical rural settlements in South Africa, with descriptions of the local area and the names of the provinces in which they are found in brackets.
 - Get the learners to find the settlements using the index of an atlas and see if they can match the towns with each of four the primary activities: farming, fishing, forestry and mining.
- 1 Stompneusbaai–(Western Cape) a small town on the west coast
 - 2 Patensie–(Eastern Cape) a small town in the Gamtoos River Valley with fertile soil and a good supply of water
 - 3 Nababeep – (Northern Cape) a town in the dry north west of the country where there is not enough water for agriculture
 - 4 Sabie – (Mpumalanga) a mountainous area where the slopes of the mountains are too steep for planting crops, but there is plenty of rainfall

Unit 2

Land use on aerial photographs and large-scale maps

Learner's Book p. 99

Unit focus

- The focus of this unit is to learn about the different types of aerial photographs, what features they show and how they are used.
- Learners will use large-scale maps to identify land uses and land features.

Background information

Mapping relies on the imaginary flattening of the earth onto a surface called a reference ellipsoid. This shape is a sphere that is flattened at the poles. In South Africa, the Modified Clarke 1880 reference ellipsoid was used until 1998. Since then, we use the WGS84 reference ellipsoid, which is based on the Hartebeesthoek Radio Astronomy Observatory as the datum point to define positions in South Africa. This co-ordinate system is known as “Hartebeesthoek 94”. The reference figure used for the Global Positioning System (GPS) in South Africa is this WGS84 ellipsoid.

Teaching guidelines

- For more examples of aerial photographs contact National Geo-spatial Information at the Department of Rural Development and Land Reform

General Enquiries

Tel: 021 658 4300; Fax: 021 658 4301 or 021 689 1351 or Email: ngi@ruraldevelopment.gov.za

Resources

- Learner’s Book page 99
- www.googleearth.com

Pacing

This unit will take about three hours to complete. There are three activities in this unit.

Activity 3

Compare two photographs

Learner’s Book page 99

Guidelines to implement this activity

This activity is ideal for working in pairs.

Suggested answers

- 1.1 left-hand
- 1.2 right-hand
- 2 Size and angle do not vary on the vertical photo, but on the oblique photo the scale changes and the size becomes smaller with distance from the camera.
- 3 Maps use the same vertical view of the landscape as vertical photos and the scale is more accurate on vertical photos.

Activity 4 Name and classify features

Learner's Book page 100

Guidelines to implement this activity

- Take time with this activity. The more the learners look the more they will see.

Suggested answers

- 1 Learners must look at the photographs; answers will differ.
- 2 Learners will explain to each other; answer will depend on the feature and the route chosen.
- 3–4 Answers will differ, but should be placed in the following table:

Natural features	Constructed features

- 5 Allow learners to compare their list with a new partner.

Activity 5 Identify land uses on maps and photographs

Learner's Book page 102

Guidelines to implement this activity

Allow learners enough of time to familiarise themselves with the map and photo before they begin to answer the questions.

Suggested answers

- 1 The key lists all the land use areas.
- 2 Ocean, bay and beach
- 3 Ocean and bay
- 4 Bay/harbour
- 5 Five
- 6.1 True
- 6.2 False
- 7 Containers, colours, boats
- 8 transport, details and appearance of things

Unit 3 Investigation of a settlement

Learner's Book page 103

Unit focus

- In this unit learners will do a project as their formal assessment task.
- The project will include:
 - research and a study of a settlement (learner's choice) in which they show
 - land-use zones on a sketch map
 - identifying features or landmarks
 - reasons for the location of the settlement
 - reasons for decline or growth of population
 - the causes and effects of a social or environmental issue
 - interviews with community members regarding these issues.
- The project will be about eight pages and will be assessed as follows:

This project includes:	Marks
A sketch map showing types of land use in the selected area	8
Descriptions and drawings of special features and landmarks	6
Evidence of interviews with community members	8
Suggested reasons for the location of this settlement	6
A discussion of the area's population growth or decline	8
Research and discussion of one selected issue	8
Careful and neat presentation of all work	6
Total	50

Teaching guidelines

- The purpose of this unit is to apply the knowledge and skills that the learners have acquired in Geography this term.
- Go over the text slowly and carefully and outline what is required for the project.
- Be especially thorough on how to conduct an interview. Get learners to practise their interviewing skills with one another.
- Clarify all the points in the assessment rubric and the associated weighting of the marks

Background information

This project is an extension of the unit ‘Why people live where they do’ which was covered in grade 6. Review this unit again before starting the project and emphasize points such as; resources, job opportunities, transport, infrastructure and services

Resources

- Learner’s Book page 103

Vocabulary

Words that might be unfamiliar to the learners are in the new word boxes in the margin of the Learner’s Book. Make sure you draw attention to these as you go through the unit. When you read the text containing the new words, point out the new words in the context where they are used. Encourage learners to use the new words in their own sentences.

Pacing

This unit will take about two hours to complete.

Unit 4 Urbanisation

Learner’s Book page 108

Unit focus

- In this unit learners will use a graph to interpret urbanisation statistics.
- Learners will look at the push and pull factors as reasons for urbanisation and migration.
- Learners will learn about the issues associated with apartheid population controls and how these affected urbanisation.
- Learners will identify urbanisation factors by looking at aerial photographs.
- Learners will learn about and discuss the social issues related to urbanisation, such as housing, services and general welfare of people.

Teaching guidelines

- Recap what learners covered in Grade 6 under “Why people live where they do”.
- Refer to prior knowledge of graphs from other curriculum areas such as Maths.
- Refer to SA examples of urbanisation in your teaching.

Background information

Urbanisation is a worldwide phenomenon, but it particularly affects developing countries such as South Africa. In South Africa the rate at which urbanisation occurred was affected by apartheid policies and their influence is evident today

Resources

- Learner's Book, page 108
- www.statssa.gov.za

Vocabulary

Words that might be unfamiliar to the learners are in the new word boxes in the margin of the Learner's Book. Make sure you draw attention to these as you go through the unit. When you read the text containing the new words, point out the new words in the context where they are used. Encourage learners to use the new words in their own sentences.

Pacing

This unit will take about five hours to complete. There are five activities in this unit.

Activity 6

Illustrate and interpret statistics

Learner's Book page 108

Guidelines to implement this activity

Check to see whether learners are familiar with the axes of the line graph.

Suggested answers

- 1 Use table and line graph
- 2 Global urbanisation
- 3.1 False
- 3.2 False
- 3.3 False
- 3.4 True
- 3.5 True
- 4

- This table shows the rate of urbanisation in selected countries over 20 years.
- South Africa is the most urbanised of the six countries on the table.
- Of the six countries, Zimbabwe has the highest percentage of people living in rural areas.

Activity 7**Identify push and pull factors**

Learner's Book page 109

Guidelines to implement this activity

Learners could be asked to role-play the conversations at the bus stop to make things more realistic.

Suggested answers

- 1 "I need a job." –Pull
"My child must be near a hospital." –Pull
"I'm going to high school." –Pull
"Our crops failed again." –Push
"I am not paid enough for my work here." –Push
"My brother lives in town." –Pull
- 2.1 A: "My village was destroyed by terrorist fighting."
- 2.2 B: "It's boring in my village. I'm young I want the excitement of city life."
- 3.1 Push factor
- 3.2 Pull factor

Activity 8**Discuss the impact of changing laws**

Learner's Book page 111

Guidelines to implement this activity

To give the learners some background, begin with a discussion of the apartheid system and some of the laws.

Suggested answers

- 1 The 1913 Land Act reserved only a small part of the land, in certain areas, for black ownership.
- 2 Black Africans could only come into the urban areas if they had a special pass. You only had a pass if you had a job so many families were split up. Some of the men went to the mines or some women worked as cooks and cleaners for white families and lived on the premises in urban areas.
- 3 People have the freedom to live with their families closer to where they can find work. More people come to look for work in the towns and cities.
- 4 The areas that were reserved for black during apartheid still have the densest black population today (Eastern Cape, Northwest and Mpumalanga area).

Activity 9

Identify urbanisation in a photograph

Learner's Book page 111

Guidelines to implement this activity

- If your school is located in a town that has experienced rapid growth use it as an example.

Suggested answers

- 1 The suburban areas (very little plants, sandy roads)
- 2 houses, schools, businesses
- 3 Fifteen years ago there was no town here – it was still an undeveloped piece of land/farmland
- 4 People are moving towards big cities to find jobs and give their children a better education. Rural areas are generally poorer, with less opportunities.

Activity 10

Develop your ideas about urbanisation

Learner's Book page 112

Guidelines to implement this activity

- Be sensitive to home circumstances of the learners when answering questions in this activity.
- Be careful to prevent learners from stereotyping or making xenophobic comments in their discussions and answers to Question 3.

Background information

Xenophobia is the term used to describe a fear or aversion to people who we perceive to be different or foreign to ourselves. Between 2000 and 2008, 67 people died in South Africa as the direct consequence of xenophobia.

Suggested answers

- 1 Houses, roads, electricity, public transport, postal delivery, water, refuse removal, schools, welfare.
- 2 Park and playground, library, hospital or clinic.
- 3.1 Answers will vary, but see “Guidelines to implement this activity” above.
- 3.2 Answers will vary, but see “Guidelines to implement this activity” above.
- 4 Answers will vary, but could include some of the following: Planners have to provide for the health, education and general welfare of people into the future.

They also have to consider immediate needs such as water, sanitation and housing.

Revision

Learner's Book page 113

Suggested answers

- 1.1 rural areas
- 1.2 50%
- 1.3 2025
- 1.4 urbanised [4]
- 2 Push factors: natural disasters, low wages in rural areas, poverty, not enough farmland, not enough demand for certain products farmed in an area, unrest or war. [2]
- 3 Pull factors: more employment, higher wages, more services, more exciting activities, safety, security, and the freedom to choose where to live. [2]
- 4 The apartheid laws that stated where people could live were abolished 30 years ago and so people can move to where they can find work. [2]
- 5.1 Dam (1)
- 5.2 Mountains and rivers (2)
- 5.3 Dam (man-made) buildings, roads (any two) (2)
- 5.4 Rural – as it is a mountainous area and there are no tarred roads (2)
- 6.1 They want better service delivery. [7]
- 6.2 urban area (1)
- 6.3 service delivery and wage increase (2)
- 6.4 Answers will vary, but should reflect a lack of basic needs and services. (4)

Total: 25 marks

Module 6

The scramble for Africa

Core concepts covered

Module 6: The scramble for Africa

UNIT 1:
European colonisation of
Africa in the late 19th century

UNIT 2:
The Ashanti kingdom

Overview

Content	Time allocation	LB page	TG page
European colonisation of Africa in the late 19th century	8 hours	116	112
The Ashanti kingdom	5 hours	126	118
Revision	2 hours	133	123

Unit focus

This unit examines the causes and results of the colonisation of African kingdoms by Europeans. Until the 1880s people ruled themselves in most of Africa. They were independent nations. However, in just 20 years, Africa was geographically divided into colonies without the consent of the people who lived there.

Background information

The colonies were controlled by the powerful European empires that had strengthened themselves due to their rapid industrialisation. Africa industrialised more slowly than Europe and although they resisted and fought to save their independence, the people of Africa struggled to defend themselves against the technologically superior European armies. The colonisation happened so quickly that historians call it the Scramble for Africa.

There are clear links between industrialisation and colonisation. The industrial countries in Europe wanted raw materials for their factories and markets for the manufactured goods. They thought that Africa could provide both so they competed for colonies there. Industrialisation also gave them technological advantages in weapons and transport that enabled them to colonise Africa so quickly.

Resources

- Photographs of the period – get learners to identify new European influences in Africa
- Cartoons and historians interpretations giving different perspectives on the reasons for and impact of European colonization.
- Get the learners to bring one African and one European object from home. They can then comment on the value of each in people's lives.

Teaching guidelines and ideas

- After the introduction, discuss what learners understand by the term 'Scramble for Africa'.
- Have a quick class discussion about their perceptions of Africa. Ask "How do you perceive (see) Africa?" or "If I say Africa, what do you think of?" This will allow

you to ascertain their prior knowledge of Africa and it is also helpful to see how your learners perceive the continent on which they live.

Vocabulary

Words that might be unfamiliar to the learners are in the new word boxes in the margin of the Learner's Book. Make sure you draw attention to these as you go through the unit. When you read the text containing the new words, point out the new words in the context where they are used. Encourage learners to use the new words in their own sentences.

Pacing

This unit will take eight hours to complete. There are five activities in this unit.

TIP!

Write key words up on the board so that learners don't forget about the main target points.

Activity 1

Examine how the Berlin Conference affected Africa

Learner's Book page 118

Guidelines to implement this activity

- Learners should write their answers in their notebooks.
- They can work in class or do this activity for homework or a combination of the two.
- Go through the answers in class.
- Learners should mark their own work.
- For number one: By the 1870s, only 10% of the continent was under direct European control, with Algeria held by France, the Cape Colony and Natal by Britain, and Angola by Portugal.

Suggested answers

- 1 The statement is true to a great extent, because the text states that until the 1880s people ruled themselves in most of Africa. The map of Africa in 1800 (Source A) shows that most of Africa was ruled by traditional kings and chiefs.
- 2 At the Berlin Conference it was decided that certain European countries could control parts of Africa. The Congo was given to King Leopold of Belgium; the Niger River was opened to trade with all European countries and German East Africa became a colony of Germany. The Berlin Conference opened the way for other European powers to think they had the right to expand their interest in Africa and competition to take over parts of Africa increased after the Berlin Conference.

- 3 The division of Africa into colonies, controlled by European powers, happened so quickly that it is referred to as the ‘Scramble for Africa’.

Activity 2

Analyse reasons for colonialism

Learner’s Book page 120

Guidelines to implement this activity

- Learners must work in pairs.
- Monitor the learners and ensure that each person speaks and listens to his/her partner.
- Learners should write their answers in their notebooks.
- Go through the answers in class.
- Learners should mark their own work.

Suggested answers

- 1 European powers wanted to colonise Africa as a place where European factories could sell their excess goods. Africa was also a source of raw materials that were needed in new factories but not available in Europe. Furthermore, Africa was also a source of mineral wealth since the discovery of gold and diamonds. Business people in Europe could make money in Africa by investing money in the colonies. Lastly, colonies could provide more food for the increasing population of Europe. Africa could also provide space to settle their excess European population.
- 2 Clothing with buttons, zips, bowties and hats
- 3 Source E was made to promote trade between Britain and the British colonies in East Africa. It told the British population that support of British colonies was ultimately a means of patriotically supporting the British Empire and themselves.
- 4 The colonies in East Africa supplied coffee, tobacco and tea, cotton, sisal, cloves (resources) and East Africa was also a market where British people were encouraged to sell their processed goods in Africa.

Links between the Industrial Revolution and colonisation		
	What was happening in Europe?	How did this affect Africa?
Markets	The people in Europe could not buy all the products factories were producing.	Africa became a large new market for manufactured products.
Raw materials	Many of the raw materials needed by the new factories did not grow in Europe.	Europeans hoped to find these raw materials or grow them in Africa.
Investments	Business people made profits and they wanted to invest them where they could make more money.	Mines, railways, plantations and even colonies were established.
Population growth	As a result of the Industrial Revolution there was a big increase in the population in Europe.	People were encouraged to go and live in these colonies. It would help with European overcrowding and unemployment

Activity 3 Analyse a cartoon on colonialism

Learner's Book page 122

Guidelines to implement this activity

- Learners should write their answers in their notebooks.
- They can work in class or do this activity for homework or a combination of the two.
- Go through the answers in class.
- Learners should mark their own work.

Suggested answers

- 1 The main person is placed in the centre of each cartoon to draw attention to them and emphasise their position of prominence or importance with regard to the situation reflected in the source.
- 2 Bismarck is shown as dominating Africa because he is the figure cutting up the cake that represents Africa. He dominated the discussion on the division of Africa at the Berlin Conference. He was also the person who invited the countries to Berlin to discuss their future in Africa.
Rhodes is shown as dominating Africa because he is the figure standing astride across Africa, one foot placed firmly on the Cape while the other foot is placed on Cairo. This represents his imperial desire to control Africa from the "Cape to Cairo".

- 3 Source B is most effective. It clearly shows the prominent role Bismarck played at the Berlin Conference and it also effectively compares Africa to a cake from which each European country wants a slice. The cake represents that the colonisation of Africa was a treat or luxury to the European countries, not essential for their survival.

Or

Source C is more effective. By representing Rhodes as a large figure, in proportion to the continent, the cartoonist represents his power in Africa as well as his imperial aspirations of controlling Africa from the Cape to Cairo.

Activity 4 Analyse African colonial borders on a map

Learner's Book page 123

Guidelines to implement this activity

- Learners must work in small groups.
- Learners should write their answers in their notebooks.
- Go through the answers in class.
- Learners should mark their own work.
- Have A4 or A3 size maps of Africa that can be given to each group to work with.
- For Question 4: Understand that besides dividing ethnic groups the arbitrary borders in Africa also joined too many ethnic groups in one African country, therefore increasing the chances of civil unrest in Africa, particularly among split ethnic groups and their neighbours. For example, Nigeria's borders were drawn to serve Britain's economic interests. The indigenous peoples were not regarded, and as a result, Nigeria's population includes more than three hundred ethnic groups.

Suggested answers

- 1 European powers were able to take over Africa because they had better transport systems, such as railways and steamships. They had better weapons such as the machine gun, which gave them the advantage over African countries. They also took advantage of the divisions and disunity caused by competition and warfare within African societies.
- 2 French is an official language in the West African countries because France colonised large parts of West Africa.
- 3 Britain dominated large sections of southern Africa and East Africa as well as territories in West Africa.

- 4 Areas where a ruler was used to draw the borderlines include Mauritania, Mali, Algeria, Libya, Egypt, and Sudan: mainly north African countries. This caused problems because sometimes the borders divided kingdoms and chiefdoms.
- 5 Segregation means separation. Colonial governments forced Africans to live under segregation, usually with regards to living areas. This was done to keep Africans in an inferior position and they were generally treated as second-class citizens.

Activity 5 Analyse the effects of colonialism on Africa

Learner's Book page 125

Guidelines to implement this activity

- Learners should write their answers in their notebooks.
- They can work in class or do this activity for homework or a combination of the two.
- Go through the answers in class.
- Learners should mark their own work.

Suggested answers

- 1 Cash crops were introduced because the crops were needed in Europe. Cash crops were usually crops that could not grow in Europe. After a while, Africans could not grow enough food to feed themselves.
- 2 Colonialism caused more conflict in Africa because it changed the nature of warfare. European countries invented powerful weapons such as the machine gun, which gave them an advantage over African armies. Some Africans fought wars of resistance to try to prevent colonial rule.
- 3.1 People who are dressed differently to the workers are standing behind them.
- 3.2 Difference: **Source G** shows a negative aspect of colonialism with regards to cash crops because there was less land on which to grow enough food to feed the people. **Source H** shows a positive aspect of colonialism: European technology was brought to Africa by the colonial powers.
Similarity: European influence and impact on Africa is evident in both sources.
- 4 African societies were negatively affected by colonialism, in that the colonies made profits for Europe. The raw materials and minerals went to Europe and Africa did not benefit from this wealth. Africans lost their self-sufficiency as they started to buy manufactured goods from Europe. People were forced to pay colonial taxes. Even natural vegetation and wildlife were negatively affected, forests and grasslands were cleared to make way for progress and some animals became extinct as a result of excessive hunting. Politically, Africans were no longer free to rule themselves because European governments sent officials and

soldiers to rule their colonies. Culturally, Europeans ignored indigenous knowledge and thought their own art, traditions and ‘scientific’ knowledge was better. They forced people to use their language and change the names of places; they gave them European names.

African societies were positively affected by colonialism by the introduction of Western education, medicine and technology. They also introduced popular sports such as soccer and cricket.

Extension activity

- www.youtube.com/watch?v=wWTixmmtamE (Thabo Mbeki reading the speech with beautiful visuals)
- What does it mean to be African? Obtain a copy of Thabo Mbeki's "I am an African" speech (1996). After reading, listening to or watching the speech with your class ask them to write about being African. Once they have completed this task allow four children to sit together and share their answers. Once they've shared their answers with each other they must combine their answers and write a poem entitled "What it means to be African".

Unit 2

The Ashanti kingdom

Learner's Book page 126

Unit focus

This unit examines the Akan people of the Ashanti kingdom in West Africa as a case study during the ‘Scramble for Africa’. It briefly captures the rise of the West African kingdom, its fight to maintain its independence and its eventual fall to the British empire.

Background information

For more than 200 years, the Ashanti (or Asante) kingdom was a powerful and wealthy independent kingdom in West Africa (situated mainly where modern day Ghana is). Its wealth was based on gold and trade. During the 19th Century, the British sent four expeditions into the Ashanti kingdom in an effort to gain control of trade in West Africa. Eventually the British defeated the Ashanti and made their kingdom part of the British colony called the Gold Coast. The Ashanti king was sent into exile, but later allowed to return, although his kingdom remained under British control. Most of the priceless Ashanti gold treasure was seized and is still in the British Museum. In modern day Ghana the Asantehene (the Ashanti king) still holds traditional ceremonies but doesn't have real political power.

Resources

- Visit the Museum of Gold in Cape Town if you can as they house a whole collection of gold artifacts from this period. If you live outside Cape Town, contact them to ask for their brochures.
- Secondary sources describing life for the Ashante.

Vocabulary

Words that might be unfamiliar to the learners are in the new word boxes in the margin of the Learner's Book. Make sure you draw attention to these as you go through the unit. When you read the text containing the new words, point out the new words in the context where they are used. Encourage learners to use the new words in their own sentences.

Pacing

This unit should take five hours to complete. There are three activities in this unit.

Activity 6 Analyse the power and wealth of the Ashanti

Learner's Book page 129

Guidelines to implement this activity

- Learners should write their answers in their notebooks.
- They can work in class or do this activity for homework or a combination of the two.
- Go through the answers in class.
- Learners should mark their own work.
- For Question three: Allow learners to plan a suitable script first. Before they start scripting, on the board, brainstorm how the wealth and power of the kingdom can be shown. Then shift their attention to the growing involvement of the Portuguese and other European groups. Once they've completed their scripts ask volunteers to share their scripts with the rest of the class. Choose four or five scripts and divide the class into groups to have then re-enact the play.

Suggested answers

- 1 The Ashanti kingdom became powerful during the 1700s because they controlled the gold trade and would later also become a supplier of slaves. European traders started buying gold directly from West Africa as opposed to from the Arab traders who carried gold across the Sahara and then sold it in Europe. Through controlling the trade in gold and slaves with the Europeans, the Ashanti kingdom became powerful.
- 2 The artefacts are useful because they reveal that the Ashanti kingdom was rich in gold, the people of the kingdom had the knowledge to mine it and methods to smelt it. It also tells us that the Ashanti people valued beautiful objects.
- 3 A well-planned and scripted play should reveal different perspectives from different groups within society. For example, while the local Akan leader gave the Portuguese permission to build a fort on the coast, others in the community might have been apprehensive about the idea. Advise learners to avoid stereotyping groups in the play.

Activity 7

Analyse the Ashanti's struggle for independence

Learner's Book page 131

Background information

The ancient Ghana Empire was about 800 km north and west of contemporary Ghana. Before colonial rule, the Empire of Ashanti was one of the most advanced states in sub-Saharan Africa. This Empire united much of the sub-Saharan area in West Africa by the 16th century. It operated as a centralised kingdom with its capital at Kumasi.

Guidelines to implement this activity

- Learners must work in pairs.
- Monitor the learners in their groups, and ensure that each person speaks and listens to his/her partner.
- Learners should write their answers in their notebooks.
- Go through the answers in class.
- Learners should mark their own work.

Suggested answers

- 1 In 1824 when the British attacked Kumasi the Ashanti were able to defeat them. During 1874 the British sent another army to Kumasi, they set fire to part of the

- city and blew up their king's palace and they took many of the Ashanti golden works of art. In 1874 the British acted very harshly.
- 2 Prempeh I was arrested because he began to reunite the Ashanti kingdom and build up the economy. Britain would not accept his attempts at building up a new empire.
 - 3 The Golden Stool was a symbol of the Ashanti king's power and their independence. The Ashanti believed this stool represented the soul of the nation and brought good fortune to it. The British wished to seize control of the Ashanti kingdom as well as its treasured symbol to show that all that the stool symbolised was gone, the king's power and the nation's soul. Therefore it was apt that the final war was called the 'War of the Golden Stool.'
 - 4.1 She wanted to remind the people that they have a heritage of strong great leaders who would have fought to defend themselves. Therefore the people of the kingdom had to aspire to be like them.
 - 4.2 The Governor was the representative of the British crown/king.
 - 4.3 She questions the men's bravery: "Is it true that the bravery of the Ashanti is no more?" She goes on to say that if the men will not fight the women will fight.
 - 4.4 Asantewaa is remembered as a hero because she was the queen mother and led the Ashanti into their last resistance against the British forces.

Activity 8 Describe the changes brought by colonialism

Learner's Book page 132

Guidelines to implement this activity

- Learners must work in pairs.
- Monitor the learners, and ensure that each person speaks and listens to his/her partner.
- Learners should write their answers in their notebooks.
- Go through the answers in class.
- Learners should mark their own work.

Suggested answers

- 1 Even though the exiled King Prempeh I returned from exile and was reinstated as king, he did not have any real power. The Gold Coast was ruled by a British official, the governor, as is evident in Source C.
- 2 Economically, Britain became very wealthy from its African colonies. British companies took over the gold mines and bought the main crops, cocoa beans, from farmers there and sent it to factories in Britain to be made into chocolate. Therefore the Gold Coast was a supplier of raw materials or resources to British factories.

3 The following rubric may be used to assess the pamphlet:

<p>Strongly emphasises the history of the Ashanti people</p> <p>Pre-colonisation and resistance to colonisation well addressed</p> <p>Excellent insight and understanding</p> <p>Excellent selection of relevant images</p> <p>Correct language usage, appropriate style and no spelling mistakes</p> <p>Work is inspirational and neatly presented</p> <p>Correct number of words</p>	<p>Level 3</p> <p>20–14</p>
<p>Emphasises the history of the Ashanti people</p> <p>Pre-colonisation and resistance to colonisation is adequately addressed</p> <p>Adequate insight and understanding</p> <p>Adequate selection of relevant images</p> <p>Appropriate style and only a few grammatical and/or spelling mistakes</p> <p>Work is neatly presented</p> <p>Correct number of words</p>	<p>Level 2</p> <p>13–7</p>
<p>Poorly emphasises the history of the Ashanti people</p> <p>Pre-colonisation and resistance to colonisation is poorly addressed</p> <p>Poor insight and understanding</p> <p>Selection of images is relevant</p> <p>Inappropriate style and too many grammatical and/or spelling mistakes</p> <p>Work is untidy</p> <p>Incorrect number of words</p>	<p>Level 1</p> <p>6–0</p>
Total	20 marks

Remedial activities

- Have learners refer back to the script/plays they wrote in Activity1 (Question 3).
- Divide the class into groups. Each learner must share their script with the group. Each group must choose a script that best shows the wealth and power of the Ashanti kingdom as well as the growing involvement of the Portuguese and other Europeans and re-enact the play.

Revision

Learner's Book page 134

- 1 The traditional leader's power was limited, they usually performed ceremonial duties.✓✓ The actual affairs of the colonies were run by a representative of the British crown, the Governor.✓✓ The colony was run by the colonial officials.✓✓
[6]
- 2 The imperial powers created division among the local people by dividing Africa into colonies ✓ for their own economic gain. The division was based on resources they wanted to access ✓ and they showed little regard for the indigenous people ✓ and separated or joined different ethnic groups, which often resulted in conflicts.✓
[4]
- 3 Before colonisation many territories grew enough food to feed their people.✓ Britain grew cash crops on colonial farms and plantations. They grew crops they needed in Europe but could not grow well there.✓✓ As a result Africans lost land that they had farmed for generations.✓ Under British rule, the colonies were often dependent on one cash crops such as rubber, sugar or coffee.✓ After a while the local population could not grow enough to feed themselves.✓ ([Any relevant point)
[6]
- 4 The British empire brought science and technology or European innovations to Africa.✓ The British-improved modes of travelling or infrastructure and communications.✓ They improved health care by building hospitals.✓ Locals received western education in British schools ✓ and the British brought the Christian religion to their colonies and built churches.✓ They introduced English in many of their empires and this meant that British colonies were in a strong position to trade, especially with other colonies where English was spoken.✓
(Any five)
[5]

- 5 The historian in Source B's perceptions about Africa are disagreeable.✓ Due to his biased nature,✓ this historian has taken a number of negative aspects and chosen to view them from a positive point of view.✓ Africa's natural vegetation was destroyed to make way for roads and railway networks.✓ By building hospitals, the coloniser showed little regard for the indigenous knowledge systems of medicine.✓ By bringing the Christian religion and western education they were breaking down the traditional values and ways of life in Africa✓✓.
(Any relevant point) [6]
- 6 Source A: "Colonies had to serve British needs, not to improve the lives of colonised people."✓✓✓ [3]

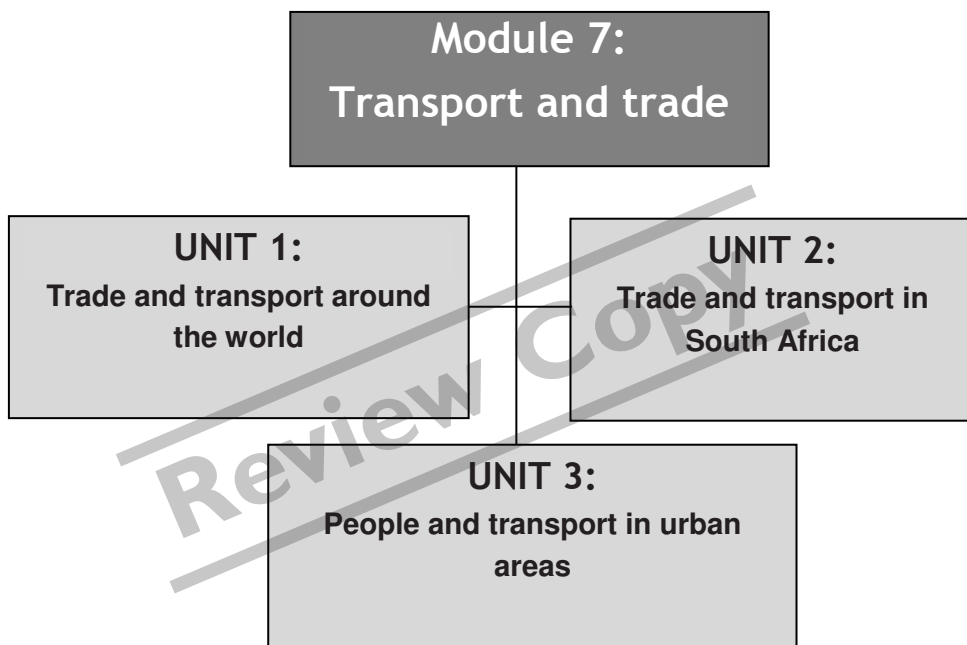
Total: 30 marks

Review Copy

Module 7

Transport and Trade

Core concepts covered



Overview

Content	Time allocation	LB page	TG page
Transport and trade around the world	3 hours	136	126
Trade and transport in South Africa	4 hours	140	129
People and transport in urban areas	5 hours	147	131
Revision	3 hours	155	135

Unit focus

In this unit learners will review the reasons for trade and look at pie graphs that show trade imports and exports.

Learners will look at examples that illustrate links between transport and trade, such as railways and refrigeration.

Learners will look at different modes of transport and their uses or purposes for trade.

Background information

Trade has a long history in around the world. It was the key factor which led to the development of money and it prompted the development of various new forms of transport in particular rail and sea. It was motivation behind many of the voyages of discovery and as a result important trade routes were developed and links were forged between countries and regions

Resources

- A globe
- Atlases
- A wall map of the world
- Packages or samples of goods that South Africa imports or exports to provide concrete examples. Learners can examine labelling for information about country of origin, and classify goods as primary or secondary.

Teaching guidelines

- Refer learners back to the unit on trade that they did in Grade 6, particularly “why countries trade”.
- Refer to forms of transport and transport routes that learners are familiar with in their area.

Vocabulary

fossil fuels: are natural substances made deep within the earth from the remains of ancient plants and animals

reefers: refrigerated ships

Words that might be unfamiliar to the learners are in the new word boxes in the margin of the Learner's Book. Make sure you draw attention to these as you go through the unit. When you read the text containing the new words, point out new words in the context where they are used. (The word explanations in the margin are context-specific. For broader definitions we recommend the *Schools Dictionary*.) Encourage learners to use the new words in their own sentences.

Pacing

- This unit will take about three hours to complete. There are three activities in this unit.

TIP!

Write key words up on the board so that learners don't forget about the main target points.

Activity 1

Interpreting pie graphs

Learner's Book page 136

Guidelines to implement this activity

- Learners should be familiar with pie graphs, but it may be necessary to begin with a recap on this form of data representation.
- Learners should look at the percentages initially and then at how they appear on the pie graph.

Suggested answers

- 1 manufactured goods
- 2 manufactured goods
- 3 aluminium and oil
- 4 iron ore, coal, gold, diamonds
- 5 maize, wool, fruit
- 6 coffee, rice
- 7 steel, chemicals, textiles, wine, canned fruit
- 8 motor vehicles and components, cameras, watches farm machinery and aircraft

Activity 2

Identify key ideas in examples

Learner's Book page 138

Guidelines to implement this activity

- Read the two examples aloud or get the learners to do so and go over any terms or language problems first.

- Show the class where the countries in each example are on a world map or in atlases before starting the activity.

Suggested answers

- 1.1 Coffee, tea, cotton
- 1.2 Due to climate they could not grow their own.
- 1.3 The railway system
- 1.4.1 Learners must look for the places on their maps.
- 1.4.2 No. It is difficult to transport goods between them. It is long and slow.
- 1.4.3 A direct rail link could be built.
- 2.1 Refrigeration
- 2.2 The fresh meat would go off on the long sea journey.
- 2.3 It would have competed with canned meat and therefore canned meat trade would have decreased.

Activity 3

Review modes of transport

Learner's Book page 139

Guidelines to implement this activity

- Refer to the illustrations in the Learner's Book when discussing the various forms of transport, especially with learners who live in inland in more rural areas, and who may not have first-hand experience of ships, airplanes and trains. Make sure that learners are able to use the index of the atlas to find the places listed in *a to j*.

Suggested answers

- 3
 - a road or rail
 - b pipelines
 - c air
 - d air
 - e sea
 - f sea
 - g air
 - h air
 - i air
 - j sea

Unit focus

The focus of this unit is to learn about South Africa's transport network and its importance for trade.

Learners will look at a case study about Durban harbour to understand its importance for trade in South Africa.

This unit covers the advantages and disadvantages of road and rail transport and their requirements for efficient service.

Teaching guidelines

- Make regular use of maps and atlases. Learners need to become aware of South Africa's main transport nodes and routes.

Background information

China's latest bullet train is in the shape of a knife and only six carriages long. It is made of lightweight magnesium alloy. Although this train can run at speeds faster than 500 km per hour, the Chinese government does not allow trains to run faster than 300 km per hour for safety reasons.

Resources

- Atlases of South Africa showing roads, railways, harbours and airports
- Pictures of various kinds of ships and trains.
- Newspaper articles and TV news bulletins about transport issues, and developments in regard to developments at ports, new routes and ships and train transport.
- Additional information about Durban (case study port) and other ports, and about rail and other transport networks can be sourced from Transnet, the government owned company in charge of the movement of freight. It has several divisions – such as Transnet freight rail, Transnet national ports authority, Transnet port terminals and Transnet pipelines. They can be contacted on the following details
- Tel: +27 11 308 3000
Fax: +27 11 308 2638

Email: enquiries@transnet.net or write to them at Postal Address:
P.O. Box 72501
Parkview
South Africa
2122

Pacing

This unit will take about four hours to complete. There are three activities in this unit.

Activity 4

Investigate South African ports

Learner's Book page 141

Guidelines to implement this activity

- See teaching tips at the start of this unit.

Suggested answers

- 1 Seven: Richard's Bay, Durban, East London, Port Elizabeth, Mossel Bay, Cape Town, Saldanha;
- 2 Richards Bay
- 3 Richard's Bay and Durban- as Johannesburg is closest to these ports in distance
- 4 Road and rail. Road, however, is the most direct route for bulk goods.
- 5.1 1125 km
- 5.2 Railway can carry far greater bulk for much less cost than road.
- 5.3.1 Cape Town, Johannesburg, Durban
- 5.3.2 Johannesburg
- 5.4 Road – quicker and can go door to door, no change of transport so less handling.
- 5.5 East London – it is the closest port and there is a rail link.

Activity 5

Use information from the case study

Learner's Book page 144

Guidelines to implement this activity

- Refer to the atlas so that the learners can get a sense of where Durban is located in South Africa and in the world for trade purposes.
- Discuss the types of goods that will be exported and imported through Durban based on what the learners learnt in the Unit 1 of this module.

Suggested answers

- 1.2 Answers should contain points relevant for Durban.

- 2 It has ideal natural features for a port. It is located in a bay, which makes a natural harbour. The entrance to the bay, and the bay itself, are well protected by two pieces of land on either side of a narrow entrance channel. It was the only large natural bay on the east coast between the harbours at Port Elizabeth and Maputo. It is close to Gauteng and other large industrial areas from which goods are exported.

Activity 6

Apply knowledge to a case study

Learner's Book page 146

Guidelines to implement this activity

- Go over and discuss points on requirements for future transport networks (Learner's Book page 145) thoroughly before answering this activity.

Suggested answers

- 1 Learners to show where Johannesburg, Durban, Polokwane, Saldanha Bay and Cape Town are on the map
- 2 Trade will increase and there will be a need for bulk-carrying transport.
- 3 To handle greater amounts of imports and exports and to handle larger ships.

Unit 3

People and transport in urban areas

Learner's Book p. 147

Unit focus

In this unit learners will learn about public transport systems and private modes of transport in urban areas.

Learners will look at some of the issues of cost, traffic congestion and pollution associated with urban transport.

Learners will learn about ways in which public transport can be made more convenient and affordable, such as rapid transit systems, bus and cycle lanes and subsidised public transport.

Teaching guidelines

- This unit is ideal for group work and class discussions as most learners will have personal experiences with various forms of transport.

- Brainstorming and other methods of problem solving will work well when dealing with local transport issues such as traffic congestion and inadequate public transport.

Background information

The website www.gautrain.co.za has some interesting information about the ticketing system used as well as road improvements and new bus services in the province which are all aimed at improving the efficiency of public transport.

Resources

- Learner's Book page 147-153
- Newspaper articles, TV news items and pictures about developments in urban transport systems.
- Information about the Gautrain: A children's website: www.kids.gautrain.co.za questions and requests for information can emailed to: touch@gautrain.co.za
- People who use public and private transport
- Metrorail can be contacted about its regional urban transport services. Head office contact details are: Telephone: 011 773 1600 Fax: 011 774 6299
Postal address:
Private Bag X101
Braamfontein
2017

Vocabulary

Words that might be unfamiliar to the learners are in the new word boxes in the margin of the Learner's Book. Make sure you draw attention to these as you go through the unit. When you read the text containing the new words, point out new words in the context where they are used. (The word explanations in the margin are context-specific. For broader definitions we recommend a dictionary. Encourage learners to use the new words in their own sentences.

Pacing

- This unit will take about five hours to complete. There are three activities in this unit.

Guidelines to implement this activity

- Discuss the different forms of transport that learners use, or are familiar with to get them thinking about public transport. Make sure that they are able to interpret all the types of graphs included in this unit.
- The teacher must mark formal assessments. Marks must be recorded and should be easily accessible.
- Where possible write comments to explain why the learner lost marks so that they can improve in future assessment activities.

Suggested answers

- 1.1 train (1)
 1.2 taxi (1)
 1.3 A railway line is in a specific area and route whereas a taxi can use many routes and park closer to where people can access it. (2 × 2 = 4)[6]

2.1 Metropolitan areas

	Metropolitan areas	Smaller urban areas
Train		
Bus		
Taxi		

(6)

- 2.2 There are more people needing to commute in a metropolitan area than in a smaller urban area. (2)
 2.3 Trains are used more in a metropolitan area as more people work in city centre and trains run to and from city centres. There is less access to train stations in the rural areas.
 2.4 Taxis operate in most places, they use many routes, they can stop in more convenient places, they do not have a fixed schedule and they run more frequently than trains. (3 × 2 = 6)

[16]

- 3.1 Take a train from Cato Ridge to Rossburgh and another to Umlazi. (2)
 3.2 From Rossburgh to Durban central (1)

[3]

Total: 25 marks

Activity 8**Answer questions about urban transport problems**

Learner's Book page 151

Guidelines to implement this activity

- See teaching tips for this unit.

Suggested answers

- 1.1 Congestion
- 1.2 The journey to work takes longer, people become impatient and accidents increase, people are likely to be late for work, emergency vehicles cannot reach people in need, air pollution increases.
- 1.3 Cars
- 1.4 The amount of traffic will increase and people will take longer to get to their destinations
- 2.1 Higher, because they will travel a greater distance and transport costs increase with distance travelled.
- 2.2 Train
- 2.3 Minibus taxi
- 2.4 Bus and train
- 3 This question could be used as an extension activity. Learners could be required to draw up a brief questionnaire on which they could record the responses. Learners could practise interviewing techniques with each other before doing their surveys.
Data collected by the whole class could be tabulated and presented in a pie graph or a bar graph, which would indicate the most common problems.

Activity 9**Find out about public transit strategies from a case study**

Learner's Book page 154

Guidelines to implement this activity

- This activity could be answered in pairs or small groups, particularly Question 1.7.
- Try to get learners thinking about solutions to some of the problems that they have identified.

Suggested answers

- 1 Cape Town
- 2 To avoid congestion and to make transport more accessible for more people.
- 3 Separation of the vehicles from other city transport allowing rapid movement, platforms that allow direct access on the same level, government subsidy, reduced pollution and the capacity to carry large numbers of people at one time.
- 4 Yes, through national grants
- 5 Cycling and walking paths
- 6 Congestion, pollution, cost of commuting
- 7 Their business support will decline.

Revision

Learner's Book page 156

Suggested answers

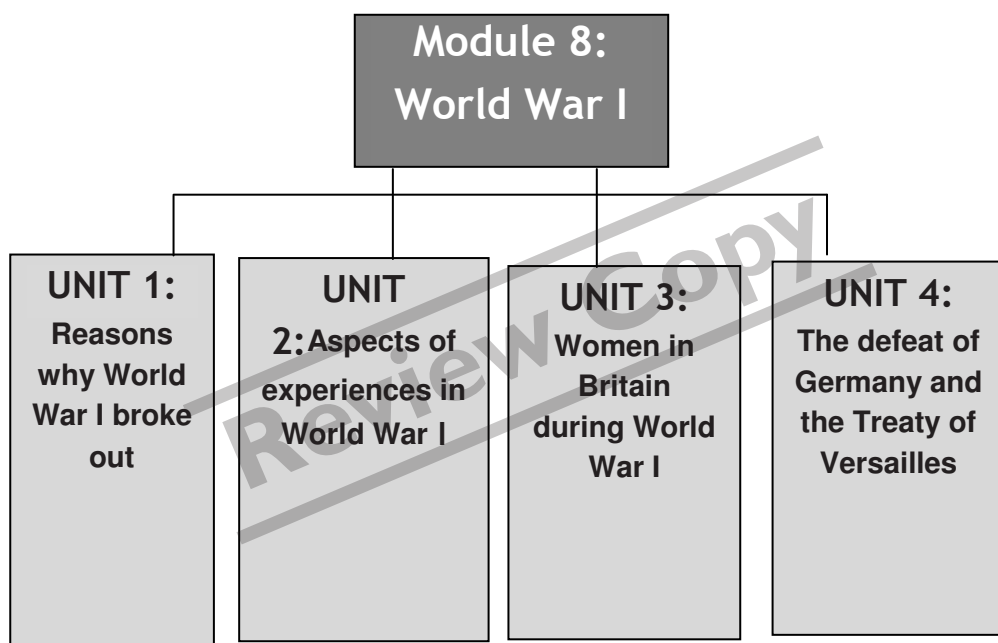
- 1.1 Foreign (1)
- 1.2 Buy (1)
- 1.3 Asia (1)
- 1.4 Europe (1)[4]
- 2.1 Ship (1)
- 2.2 Sugar is heavy and bulky and is going a long way. By ship is the cheapest for these kinds of goods and for going long distance. (4)[5]
- 3.1 Bulk carrier (1)
- 3.2 Tanker (1)[2]
- 4 (4.1) is the correct answer [2]
5. Any reasonable answers, such as: will reduce congestion on roads/pollution as fewer trucks will be needed; will make roads safer; transport will be cheaper as rail transport less expensive for bulky/heavy goods than road. [2]
- 6.1 Train – a rapid transport system (2)
- 6.2 Metrorail; Rea Vaya (2)
- 6.3 Pollution, high costs for commuters, congestion (3)
- 6.4 Costs (2)
- 6.5 It has as a set timetable, frequent trains, it is safe, fast and has reduced travel times. ($2 \times 2 = 4$)
- 6.6 No. It is expensive, it does not go to the townships where many commuters live. ($2 \times 1 = 2$)[15]

Total: 30 marks

Module 8

World War I

Core concepts covered



Overview

Content	Time allocation	LB page	TG page
Reasons why World War I broke out	3 hours	158	137
Aspects of experiences in World War I	5 hours	162	143
Women in Britain during World War I	3 hours	170	149
The defeat of Germany and the Treaty of Versailles	1 hour	176	153
Revision		177	157

Unit focus

World War I was fought from 1914–1918. Besides exploring different groups of people's experiences during World War I it is also important to understand the causes that led to a war of such a great magnitude. The focus of this unit is on the reasons for the outbreak of the World War I.

Background information

Industrialisation, growing nationalism in Europe and conflict over colonies led to the outbreak of World War I in 1914. Growing competition between the industrial countries had led to the formation of two rival military alliances systems – the Triple Alliance and the Triple Entente. Because member countries were committed to supporting their alliance partners, the potential for a wide conflict was great. It meant that all the major countries could be drawn in if there was a crisis between just two of them.

Such a crisis developed in the Balkans in 1914, when the heir to the Austrian throne was assassinated. Austria blamed Serbia and made unrealistic demands, Russia indicated that it backed Serbia, and Germany pledged support for its alliance partner, Austria. When Russia mobilized its army in readiness for war, the Germans attacked Russia's ally, France. Within a few days, all the major European countries, including Britain, were at war.

Resources

- Secondary sources from historians giving different reasons for the outbreak of war.
- Cartoons interpreting the competition between European countries; particularly between Britain and Germany.

Teaching guidelines

- There are lots of visual images available for this module of work. Entice the visual learners' interest by putting together a visual slide show or a collage of pictures to attract their curiosity about what to expect in this module of world history.

Vocabulary

Words that might be unfamiliar to the learners are in the new word boxes in the margin of the Learner's Book. Make sure you draw attention to these as you go through the unit. When you read the text containing the new words, point out new words in the context where they are used. (The word explanations in the margin are context-specific. For broader definitions we recommend a school dictionary.) Encourage learners to use the new words in their own sentences.

Pacing

- This unit will take three hours to complete. There are two activities in this unit.

TIP!

Write key words up on the board so that learners don't forget about the main target points.

Activity 1

Analyse the long-term causes of World War I

Learner's Book page 160

Guidelines to implement this activity

- Learners must work in pairs.
- Monitor the learners and ensure that each person speaks and listens to his/her partner.
- Learners should write their answers in their notebooks.
- Go through the answers in class.
- Learners should mark their own work.

With the analysis of Source A and Source B, remind learners about bias and point of view. With regards to bias remind the learners that a source is subjective as opposed to objective. It only shows one point of view. Many visual sources are biased because they represent their creator's point of view and the message they are trying to convey.

Suggested answers

- 1 World War I was called the 'Great War' because it was regarded as the greatest conflict of the 'modern world'. It broke out in Europe and spread to Africa and Asia. It lasted for four years and many countries became involved. Over 15 million people were killed in the war and more than 20 million were wounded.
- 2 **A long-term cause** explains how the things that happened in the past affect the present. It explains the background (causes) to present-day consequences or results. **An immediate cause** can be regarded as a short-term cause; it is a spark that makes events happen.
- 3 Nationalism was a significant long term cause because sentiments of national pride and the desire to unite people had been brewing for a number of years before the war. As a result of nationalism there was a desire to prove superiority over other countries. European countries built up powerful armies and navies to prove their strength and power and this increased tension in Europe. They were a threat to each other.
The alliance systems between various major European countries, the Triple Alliance and the Triple Entente, had been signed long before 1914. It stated that if one of the signatories went to war their allies would come to their defense. Therefore what was agreed upon in the past affected their present in 1914 when these alliance systems had to wage war against each other.
- 4 Nationalism can be positive because it promotes unity within a country as well as pride.
Nationalism can be negative when countries want to show that they are better than other countries. They build up strong armies and navies and are willing to prove their power and dominance through war.
- 5 For a long time Britain had been the leading industrial country and they had great colonial interests in Africa. Germany's development in terms of military power and competition over colonies increased tension in Europe because they were viewed as a major threat to the established European status quo.
- 6 Source A shows British power and confidence because the postcard promoted nationalism (unity and pride) in their Canadian Colony. Britannia, and the lion, which represents the British empire, shows the sense of power and confidence the British exuded.
- 7 Source B cannot be accurate because it is biased and it is drawn by a British cartoonist in 1914. It delivers a British perspective, which is anti-German. Kaiser

Wilhelm II is portrayed as a child who impatiently wants a bath toy that is just out of his grasp. This is a disrespectful representation of the German leader.

Extension activity

Sometimes learners experience difficulty when “reading” visual sources.

Remind learners how to unpack a visual source:

- Who and what is included?
- How are the people or images arranged in the cartoon and why?
- Are there any words and do they add to the message?
- What symbols does the artist use to get their message across?
- What attitude does the cartoon have to topic? How do you know this?
- What is the artist trying to say? What is the message?

Learners must now set their own questions on Source A and Source B in this unit and then answer them in groups.

This activity encourages curiosity and allows the learners to be proactive in their own learning.

Activity 2 Explain the immediate causes of the warLearner’s Book page 161

Guidelines to implement this activity

- Learners should write their answers in their notebooks.
- They can work in class or do this activity for homework or a combination of the two.
- Go through the answers in class.
- Learners should mark their own work.

Suggested answers

- 1 The collapse of the Ottoman empire increased the competition between Austria-Hungary and Russia for influence and control in the area.
- 2 By assassinating Archduke Franz Ferdinand, Princip hoped to strike a blow at Austria and its power, freeing Bosnia to join Serbia and form an independent state.
- 3 Austria blamed Serbia for the assassination and declared war on Serbia. Russia decided to enter the war to support Serbia. As a result, both sides of the alliance systems were drawn into the situation. Within a month, all the major European

powers were at war and the overseas empires of the European colonial powers soon joined in the war as well.

4 Three years. America joined the war in 1917.

5.1 Allied Powers: 3 911 000 if Italy is included (3 161 000 if Italy is excluded)

Central Powers: 3 010 000

5.2 Allied Powers

5.3 Most of the fighting took place on the Western Front because Germany invaded France; the allies fought to protect their territory. The war was fought on the Eastern front when Russia attacked Germany.

6 Germany was intent on threatening the European status quo. They openly competed with Britain by industrialising rapidly and competing for markets to sell their products. Industrialised countries could also build more deadly weapons and the race to build bigger and better weapons also developed into a competition. Germany increased their naval power and threatened Britain's long history of supremacy at sea. Germany also competed against Britain during the 'Scramble for Africa'. Tension existed in Europe and it was felt that it was only a matter of time before Germany would challenge Britain's power.

The long-term issues were compounded by the Alliances that had been signed. Germany, Austria-Hungary and Italy formed the Central Powers while Britain, France and Russia formed the Allied Powers.

However, it was a result of circumstances beyond Germany's control that sparked the war. After Princip assassinated Archduke Franz Ferdinand, Austria held Serbia responsible and declared war on the country. Russia decided to enter the war to support Serbia and according to clauses within the documents of the Triple Alliance, Germany entered the war in support of Austria. Therefore, even though Germany increased rivalry and tension in the build-up to World War I, the immediate cause and trigger was beyond their control and the claim that Germany started the war is not fair.

Extension activity

Divide the class into groups. Give each group an aspect of the causes of World War I. For example, nationalism, industrial economies, control of the seas, colonisation and empires and the assassination of Archduke Franz Ferdinand.

Have each group work out a dramatisation of their cause. Then allow the class to combine and have each group act out their cause to produce a play entitled "The Causes of World War I".

As a remedial activity

At the end of the activity, ask each group to list all the causes of the war on a sheet that can be pasted on the wall.

Extension activity

Refer to Source C on page 161 of the Learner's Book and answer the following:

- 1 Study the map and complete the table by indicating whether the countries listed below fought alongside the Allied Powers, Central Powers or if they remained neutral: Serbia, Spain, Russia, Ottoman empire, Germany, Britain, Portugal, Austria-Hungary.

Allied Powers	Central Powers	Neutral
Britain	Germany	Serbia
Russia	Austria-Hungary	Spain
France	Ottoman-empire	Portugal

- 2 What does it mean if a country remained neutral during war?
- 3 After studying the map suggest reasons why Britain had the largest navy.
- 4 Which country had the largest army?

Suggested answers

- 1 Serbia, Spain, Russia, Ottoman empire, Germany, Britain, Portugal, Austria-Hungary

Allied Powers	Central Powers	Neutral
Serbia	Ottoman empire	Spain
Russia	Germany	
Britain	Austria-Hungary	
Portugal		

- 2 If a country adopts a neutral position or remains neutral, they do not support any country in the war.
- 3 Historically, Britain had a strong navy because it is an island it had to protect itself from possible invasion or attack from sea, which could literally come from any side.
- 4 Germany, with 2 200 000 members

Unit focus

This unit focusses on various aspects of people's experiences during the war. These include the use of propaganda as well as the realities of trench warfare as often demonstrated through wartime poetry and songs. Other aspects and experiences also focus on the South African experience and perspective during World War I.

Background information

Propaganda was a vital tool during World War I. The British government used propaganda effectively to encourage young men to enlist in the army. They also used propaganda to gain support from the rest of their citizens and subjects in their large empire. Much of the fighting took place along the Western Front where both sides dug deep lines of trenches to protect their troops. As both sides were evenly matched a stalemate developed which lasted nearly 4 years. Millions of young men died in failed attempts to advance and capture the enemy's trenches. The terrible experiences of trench warfare left lasting impressions of the horrors of war. As part of the British Empire, South Africa was also involved in the war, and the unit also looks at two tragic events involving South Africans.

Teaching guidelines

- Encourage learners to find a poem or song on World War I that they can share with their classmates.
- Expose the learners to anti-war music. There are many examples. An example from the 1980s would be Don McLean's song The Grave. Another famous one, written in 1976, is The Green Fields of France. You can listen to it on www.youtube.com/watch?v=uvPtkzdbv90. Tell them about patriotic songs from the time of World War I like 'It's a long way to Tipperary' and 'Pack up your troubles in your old kitbag and smile, smile, smile'.

Resources

- More poems written by war-time poets like: Ronald Sassoon, Wilfred Owen and Robert Graves

- There are a number of movies you could show: *Gallipoli*, *The Flyer Boys*
- Photographs of soldiers in the trenches.

Vocabulary

Words that might be unfamiliar to the learners are in the new word boxes in the margin of the Learner's Book. Make sure you draw attention to these as you go through the unit. When you read the text containing the new words, point out new words in the context where they are used. (The word explanations in the margin are context-specific. For broader definitions we recommend a school dictionary.) Encourage learners to use the new words in their own sentences.

Pacing

This unit should take about five hours to complete. There are three activities in this unit.

Activity 3

Analyse propaganda and persuasive techniques

Learner's Book page 163

Guidelines to implement this activity

- Learners must work in pairs.
- Monitor the learners and ensure that each person speaks and listens to his/her partner.
- Learners should write their answers in their notebooks.
- Go through the answers in class.
- Learners should mark their own work.

Suggested answers

- 1 More propaganda posters to encourage men to join the army were made before 1916 because men could choose whether or not to join the army. The propaganda was used to encourage men to sign up. By 1916 conscription was implemented so there was less need to encourage the men than before.
- 2 Propaganda pertains to the government's use of media to influence people's thoughts and beliefs. It is vital for governments to influence the way their citizens think during times of war. They may want to encourage the population and keep them motivated to the war effort by publishing false or partly false information to make people think that they are winning. The government would also fuel hatred towards the enemy by portraying them as evil and cruel.
- 3 Conscientious objectors were men who thought that the idea of fighting and killing people on behalf of their country was wrong. They would be treated harshly during times of war because they were not prepared to fight when they were called up to join the army.

4.1 **Source A:** This propaganda poster was created to make men who did not join the army feel guilty and therefore it encourages them to enlist. The poster makes a personal or direct appeal to the viewer or father. It evokes a sense of guilt or shame in the father, if he is unable to tell his child what his contribution during World War I was.

Source B: The poster was created to make Germany seem like the cause of destruction in Europe. The poster uses Germany as a scapegoat and blames them for the war. The Americans call their opposition, Germany, a “mad brute” to make them seem horrible. Visually, Germany is portrayed as a mad animal or beastlike enemy holding a female hostage. Germany is represented as aggressive with a blood-stained baton marked culture, implying that aggression and violence is their culture. The use of these technique establishes a clear “us” versus “them” feeling.

4. 2 Any opinion is relevant.

Point out to the learners that the effect of the poster will be based on the group at which it is targeted.

Source A is effective because it evokes emotions within parents or fathers and encourages father to enlist.

Source B might appeal to a broader range of people. It shows Germany as the destructive enemy and encourages men to enlist to protect their nation's women.

Activity 4

Examine the experiences of the soldiersLearner's Book page 167

Background information

Wilfred Owen

Dulce Et Decorum Est

Bent double, like old beggars under sacks,
Knock-kneed, coughing like hags, we cursed through sludge,
Till on the haunting flares we turned our backs
And towards our distant rest began to trudge.
Men marched asleep. Many had lost their boots
But limped on, blood-shod. All went lame; all blind;
Drunk with fatigue; deaf even to the hoots
Of disappointed shells that dropped behind.

GAS! Gas! Quick, boys! An ecstasy of fumbling,
Fitting the clumsy helmets just in time;
But someone still was yelling out and stumbling
And floundering like a man in fire or lime.--

Dim, through the misty panes and thick green light
As under a green sea, I saw him drowning.

In all my dreams, before my helpless sight,
He plunges at me, guttering, choking, drowning.

If in some smothering dreams you too could pace
Behind the wagon that we flung him in,
And watch the white eyes writhing in his face,
His hanging face, like a devil's sick of sin;
If you could hear, at every jolt, the blood
Come gargling from the froth-corrupted lungs,
Obscene as cancer, bitter as the cud
Of vile, incurable sores on innocent tongues,
My friend, you would not tell with such high zest
To children ardent for some desperate glory,
The old Lie: Dulce et decorum est
Pro patria mori.

The lie in the last line is "It is sweet and right to die for one's country."

Guidelines to implement this activity

- Learners must work in small groups.
- Learners should write their answers in their notebooks.
- Go through the answers in class.
- Learners should mark their own work.

Suggested answers

- 1 Both sides were evenly matched in battles so trenches had to be dug for soldiers to take shelter. The trenches protected the soldiers from enemy attack.
- 2 Letters from the trenches were censored because the government wanted people to believe they were winning the war. Governments did not want people to know about the terrible conditions in the trenches. They feared people would no longer support the war effort.
- 3 The development of tanks gave the Allied Powers the advantage because the tanks could cross no-man's-land and advance; therefore the stalemate of trench warfare was broken.
- 4.1 Any relevant caption, examples:

Source C, in support of soldiers' efforts: "Brave soldiers risked life and limb to defend their country. Here soldiers prepare to go over the top and attack the enemy." **Source C**, criticising the use of trench warfare: "Trenches offered little protection to the soldiers. Head wounds were common, as soldiers who went over the top were shot or hit by enemy shrapnel."

Source D, in support of soldiers: "Soldiers sacrificed their privacy and comfortable, healthy living conditions to secure protection in the dugouts."

Source D, criticising the use of trench warfare: "Soldiers had no privacy and lived in trenches infested with lice. As many as six men would share a small dugout for months at a time."

- 4.2 A different perspective, reflected through the wording of the captions, may cause one to support or object to certain conditions or environments. Photographs and their captions can be manipulated to convey partly false or questionable information that will influence the viewers' thinking or perception.
- 5 Any relevant play or scene, but the play should highlight the challenging living conditions associated with the trenches:
lice and rat epidemics, dead bodies, trench-foot caused by waterlogged trenches dug-outs, music and poetry written while in the trenches, and so forth.
These issues should be dealt with by showing various relevant perspectives and reactions.

Activity 5 Examine South African involvement Learner's Book page 169

Guidelines to implement this activity

- Learners should write their answers in their notebooks.
- They can work in class or do this activity for homework or a combination of the two.
- Go through the answers in class.
- Learners should mark their own work.

Suggested answers

- 1 During the Battle of Deville Wood, South African soldiers bravely captured and held the forest at all costs. It took them five days of fierce fighting and the cost was high as 2 400 men were killed or wounded out of a total of 3 152.
- 2 Members of the South African Native Labour Corps were allowed to volunteer for service in non-fighting roles such as drivers, stretcher-bearers and labourers. Many were encouraged to volunteer by their chief. They hoped that if they showed

loyalty to Britain they would be rewarded with more political rights in South Africa.

- 3 Yes, it is important because the bravery of South African soldiers during World War I is part of South Africa's rich heritage. They played a role in the history of our country.
- 4 The writer wants to emphasise that the African men lost their lives at sea. "Stay not asleep below" means he wants us to always remember the men.
- 5 Any relevant poem or song, for example
OH! Brave member of the SANLC,
You did not know
when you boarded the ship
that your life would be swallowed
by the icy waters.
You followed the rules of your chief and nation
You dreamt of France
You dreamt of bravery,
driving and carrying to help the army
Now you sleep.

Extension activity

Get the learners to use sources C and D and the text to make a sketch of the structure of trenches.

Extension activity

Find your own poem or song on the World War I. Bring it to class and share it in a group.

The group can choose the most powerful one and share it with the class. Try and find out a bit about the poet or song writer as well.

Extension activity

It is the night before you depart for the long voyage to Europe. Write a letter to your mother, back home in your village, in which you discuss your experiences as a member of the South African Native Labour Corps (SANLC).

You may have to do extra research but explain how you found out about signing up for the SANLC, why you decided to sign up, what tasks you would do, what your contribution would be in the war effort and how you felt before embarking on this grand adventure in life.

Your letter should be between 100 and 120 words long.

Unit 3

Women in Britain during World War I

Learner's Book page. 170

Unit focus

This unit focusses on the role of women in Britain during World War I and how women fought for equal voting rights.

Background information

Before the war, women had very little freedom and few rights. For example, they did not have the right to vote. Most women were expected to stay at home and raise the children. If they did work outside the home, they were usually nurses, domestic, factory or agricultural workers, dress-makers or teachers. However, World War I changed people's ideas about many things, especially the role of women in society. Women played a key role in keeping the economy going by doing jobs previously done by men. This changed people's perceptions about the role of women in society.

Before the war, the Suffragette Movement had campaigned for the rights of women to vote, but it had not been successful. But the critical role played by women during the war changed public opinion and after the war women in many countries gained political rights.

Teaching guidelines

- Try to sway learners from sinking into gender role traps during this unit. Rather focus on the value of respective genders.

Resources

- A movie that deals with women's role in agriculture is *The Land Girls*.
- Propaganda posters which focus on the various ways women got involved in the war.

Vocabulary

Words that might be unfamiliar to the learners are in the new word boxes in the margin of the Learner's Book. Make sure you draw attention to these as you go through the unit. When you read the text containing the new words, point out new words in the context where they are used. (The word explanations in the margin are context-specific. For broader definitions we recommend a school dictionary.) Encourage learners to use the new words in their own sentences.

Pacing

This unit will take three hours to complete. There are two activities in this unit.

Activity 6

Analyse The role of women through photographs

Learner's Book page 171

Guidelines to implement this activity

- Learners must work in pairs.
- Monitor the learners and ensure that each person speaks and listens to his/her partner.
- Learners should write their answers in their notebooks.
- Go through the answers in class.
- Learners should mark their own work.

Suggested answers

- 1.1 Women had very little freedom and few rights. They did not have the right to vote. Most women did not have any formal education and people expected them to stay at home. They were usually nurses, domestic, factory or agricultural workers, dress-makers or teachers.
- 1.2 The role of women changed during World War I. After 1916, when men were conscripted into the army, women in Britain were left to keep things going. They

started to do all the jobs that had previously been suitable only for men. They drove buses worked as plumbers, did the heavy manual labour and also worked in munitions factories. Many women enjoyed the new experiences and liked earning their own money. They now had more personal freedom.

- 2.1 **Source A** shows that women took over jobs that had been traditionally seen as men's work because the women are shown working in the mine, picking up a heavy bag.

Source B shows women actively working in a munitions factory. The women are inspecting the munitions. This was dangerous work, traditionally only done by men because they worked with explosives.

- 2.2 **Source A** also proves that women working in the mines wore trousers.

Source B teaches us that munitions were manufactured in large open factories. There were also a few male workers or supervisors in the factories.

- 2.3 These photographs reveal information about working conditions only. They do not reveal information about living conditions or changes in society such as female independence.

- 2.4.1 One would need a wartime ration booklet or coupons. One could study it to find out information about quantities of food that was handed out and the range of food available.

- 2.4.2 Copies of newspapers would easily prove that information conveyed in newspapers were censored because newspapers did not report about the terrible conditions at the front.

Activity 7

Analyse the campaign for women's rights in Britain

Learner's Book page 174

Guidelines to implement this activity

- Learners should write their answers in their notebooks.
- They can work in class or do this activity for homework or a combination of the two.
- Go through the answers in class.
- Learners should mark their own work.

Suggested answers

- 1.1 The suffragists and suffragettes wanted women in Britain to obtain the right to vote.

1.2 The suffragists believed the right to vote could be obtained peacefully. Suffragettes grew impatient and used violent, more assertive methods to achieve the right to vote.

2 The right to vote was a symbol of equality. Source C shows what women could do, yet they were still discriminated against because they could not vote. It is effective because it clearly conveys the discrimination and inequality that British women faced. It is persuasive in drawing the viewer to support their cause.

3 Women had to get the vote because it is a symbol of freedom and equality.

Any class or group that could not vote was branded as inferior.

Because women could not vote it taught men to be arrogant [think themselves superior] and unjust [unfair] in their dealings with women.

Women were taught to be passive, accepting of what happens without going against it.

It would be reasonable to agree with Pankhurst. She makes a valid point: voting rights are seen as a symbol of freedom and equality by a number of people. The right to vote ensures confident citizens. Women would only be seen as equal to their male counterparts if they were given equal rights according to Britain's constitution.

4 Some of the suffragettes were using violent and destructive methods to reach their goals. Some people believed it was wrong to demand democratic rights (the right to vote) by using undemocratic methods such as breaking windows and cutting telegraph wires.

5 The "Cat and Mouse Act" was introduced by the British government in 1913.

Hunger-strikers were released from prison until they grew strong enough and they were put back in prison. This act was passed in response to the public outcry when suffragettes on hunger strikes in prison were forced to eat through a tube placed in the nose and mouth. People were shocked by the violent and painful methods used to force people to eat.

6 Emmeline Pankhurst Obituary

Not only was she a wife to Richard Pankhurst and a mother to Christabel and Sylvia but devoted mother of the suffragettes too. Believing that the women's movement had to use more radical methods to get the law changed and get voting rights for women, she formed the Women's Social and Political Union [WSPU] in 1903.

In her fight for justice, Emmeline Pankhurst was arrested many times and like so many of the cause's supporters, she too went on a hunger strike.

In 1914, Pankhurst suspended the protest actions and turned her attention to supporting the government in the war effort. A true patriot. As a result of the women's role during the Great War, women were respected.

Thanks to Pankhurst's tireless fight, women in Britain over the age of 30 were given the right to vote in 1918. Pankhurst lived to see women gain equal voting rights with men (at 21) in 1928. Shortly afterwards this heroic activist for women's rights passed away.

Extension activity

Topic for class discussion

In the early 20th century women in Europe stood up against injustice in society when they felt that they were not treated equally or fairly. Can you think of examples in the society that we live in today, where all people aren't treated fairly or equally? Can you think of ways to make other people aware of these injustices?

Guidelines to implement this activity

Encourage learners to have an open and supportive class discussion that is politically and socially correct. Teach them to be respectful and mindful of others. Do not tolerate stereotypical comments or jokes during the discussion. When comments about stereotypes do emerge, discuss them and point out why they are incorrect.

Suggested answers

Learners may suggest the following as possible answers; religious discrimination; sexual orientation; xenophobic reactions to foreigners; gender discrimination; access to equal education; racial discrimination, etc. as well as, marches, demonstrations, creating a film or writing a novel, petitions, any relevant means of protesting.

Unit 4

The defeat of Germany and the Treaty of Versailles

Learner's Book page 175

Unit focus

After four years of protracted warfare, the war finally ended. Germany surrendered in November 1918 and the Allies were victorious. This unit explores the peace agreement that was signed at the end of World War I.

Background information

After Germany surrendered, leaders of the victorious Allied countries met at the Paris Peace Conference to decide on the peace terms. Some of them wanted a just peace treaty that would prevent future wars. But others wanted revenge on Germany and wanted to force it to pay the full cost of the war. In the end, it was the desire for revenge on Germany that influenced the peace treaty that was drawn up. The German delegates were not even invited to attend the conference to discuss the terms, but were forced to sign it at the end under threat of an Allied invasion of Germany. The terms of the treaty were so harsh that they created a climate of extreme bitterness in Germany. In Grade 9 learners will find out how the anger felt by ordinary Germans helped Adolf Hitler come to power in Germany and how this led to World War II, which started just 20 years after the Treaty of Versailles had been signed.

Teaching guidelines

- There are lots of visual images and information available for this unit. Show learners images or collages of pictures to show them what happened in this period.

Resources

- Large map of the territorial adjustments as a result of the TOV
- Cartoons giving different interpretations on the Treaty of Versailles.

Vocabulary

Words that might be unfamiliar to the learners are in the New word boxes in the margin of the Learner's Book. Make sure you draw attention to these as you go through the unit. When you read the text containing the new words, point out new words in the context where they are used. (The word explanations in the margin are context-specific. For broader definitions we recommend a school dictionary.) Encourage learners to use the new words in their own sentences.

Pacing

- This unit will take one hour to complete. There are two activities in this unit.

Activity 8

Analyse the results of the war

Learner's Book page 176

- Guidelines to implement this activity
- Learners must work in small groups.
- Learners should write their answers in their notebooks.

- Go through the answers in class.
- Learners should mark their own work.

Suggested answers

- Any of the reasons could be viewed as the most significant for strategic or political reasons. Possibly, the strongest would be:
In 1917 the United States joined the war on the Allied side.
They were able to send thousands of fresh troops to the Western Front. While the war had strained both sides' resources and manpower, the USA came in boosting the Allied forces' morale. They were also in a better position to provide fresh food supplies because American farmers had increased production during the war.
- 2.1 Germany was blamed for starting war. They had to be punished and the Allied powers wanted to ensure that Germany would be too weak to fight another war. They were forbidden from uniting with Austria as a means of strengthening themselves. The Allied Powers believed that a smaller, weaker country would be easier to deal with.
The Rhineland was territory that lay between Germany and France. The demilitarised Rhineland was to act as a buffer zone or safety zone between the two countries. If Germany sent military forces into the Rhineland, France would be warned of a possible threat of invasion from Germany as Germany had invaded France at the start of World War I.
- 2.2 The Saar coalfields were given to France for a period of 15 years to generate money that would be used to repair all the damage Germany had caused during the war. Therefore the coalfields would serve as financial compensation.
The Port of Danzig was taken away from Germany to become the Free City of Danzig, administered by the League of Nations. Danzig was created to give Poland access to the well-sized seaport in the Baltic Ocean while respecting the fact that the city's population was largely German-speaking.
- 3 Germany felt humiliated by the Treaty of Versailles because it was a dictated peace agreement in which Germany had no say. Germany had suffered territorial losses in Europe and lost all of its colonies. Their armed forces were reduced; they were only allowed a small army and navy. They had a huge amount of reparations to pay and they had to accept the blame for starting the war. The Germans felt the treaty punished them too severely and weakened their country (economically).

Extension activity

Guidelines to implement this activity

- Allow learners to study the map relating to the territorial adjustment (Learner's Book page 176) as a result of the treaty of Versailles and give them the following questions as a quick knowledge test.
- As a remedial lesson, allow workers to work with the map in their notebooks and find the answers.

The Treaty of Versailles

The following territories relate to the territorial adjustments of the Treaty of Versailles. Read the following questions and write down only the answer.

- 1 Which country gained access to the sea via the Polish Corridor?
- 2 Which territory was given to Lithuania?
- 3 For how long was France allowed to administer the Saar Basin?
- 4 Which territory was given to France and rich in iron-ore?
- 5 Which territory, rich in farmland, was given to Poland?
- 6 Which territory became a free city administered by the League of Nations?
- 7 Which country was Northern Schleswig was given to?
- 8 Which territory was given to Belgium as compensation for damage caused during World War I?
- 9 Which territory was demilitarised and acted as a buffer zone between Germany and France?
- 10 With which country was Germany forbidden to unite? (10)

Suggested answers

- 1 Poland
- 2 Memel
- 3 15 years
- 4 East Prussia
- 5 Posen
- 6 Danzig
- 7 Denmark
- 8 Eupen and Malmedy
- 9 Rhineland
- 10 Austria (10)

Revision

Learner's Book page 177

World War I Propaganda Poster (Rubric)

	10–7	6–4	3–1	Total marks earned
Message	The intended message to be communicated through the poster is clearly identifiable	The intended message to be communicated through the poster is adequately identifiable	No clear message can be identified on the poster	
Technique	At least four persuasive techniques are incorporated. Repeats the same message Makes a personal or direct appeal Use of guilt or shame Praises people who are following policies Use of scapegoat Appeal to patriotism Makes use of knowledgeable authorities “us” versus “them”	At least three persuasive techniques are incorporated. Repeats the same message Makes a personal or direct appeal Use of guilt or shame Praises people who are following policies Use of scapegoat Appeal to patriotism Makes use of knowledgeable authorities “us” versus “them”	Only one persuasive technique is incorporated. Repeats the same message Makes a personal or direct appeal Use of guilt or shame Praises people who are following policies Use of scapegoat Appeal to patriotism Makes use of knowledgeable authorities “us” versus “them”	

World War I Propaganda Poster (Rubric)

	10-7	6-4	3-1	Total marks earned
Target audience	The audience that was the intended target for this poster is clearly recognised	The audience that was the intended target for this poster is adequately recognised	There was not clearly defined target audience for this poster	
Grammar and spelling	No errors in grammar or spelling that distracts the reader from the content of the poster.	Grammatical and spelling that minimally distracts the reader from the content of the poster.	Too many grammatical and spelling errors that distracts the reader from the content of the poster.	
Neatness	The poster uses colour, visual images and words to clearly communicate the poster's intended message. The poster is neat and clearly presented.	The poster makes some use colour, visual images and words to clearly communicate the poster's intended message. The poster is lacking in overall neatness.	The poster does not use colour, visual images or words to clearly communicate the poster's intended message. The poster is sloppy and poorly presented.	

Exemplar mid-year memorandum

Part 1 – Geography

Question 1

- 1.1 True
- 1.2 False – Lines of latitude are parallel to the equator.
- 1.3 True
- 1.4 False – Lines of longitude join the north and south poles.
- 1.5 True
- 1.6 True [8]

Question 2

- 1 cm represents 5kms✓✓; a line 1cm long with 5kms written underneath✓✓ [4]

Question 3

- 10 000 [2]

Question 4

Allow an error margin of 20 km either side of the answers provided.

- 4.1 200 km (2)
 - 4.2 100 km (2)
- [2 × 2 = 4]

Question 5

- 5.1 revolution
- 5.2 orbit
- 5.3 rotates
- 5.4 axis
- 5.5 hemisphere [5]

Question 6

- 6.1 14:00
- 6.2 07:00
- 6.3 midnight 00:00/24:00 [3]

Question 7

The temperature range is the difference between the highest and lowest temperature✓.
Places near the coast have a smaller temperature range than places further from the

sea.✓ This is because the sea has a moderating influence on temperatures/ warming them in cold areas and cooling them in hot areas✓ [3]

Question 8

The coast next to a warm current usually gets more rain than the coast next to a cold current. ✓ This is because the wind blowing over a warm current is warmed by it, and can hold a lot of moisture evaporating from the sea.✓ If it blows on shore it takes this moisture with it, increasing the chance of rain there.✓ However, wind blowing over a cold current will not pick up moisture from the cold water surface,✓ and so will be dry when it reaches land, making rain unlikely.✓ [4]

Question 9

If a warm, moist wind blows off the ocean toward a mountain range, it often brings rain to the side of the mountains facing the wind✓ – the windward side.✓ This is because air is forced to rise over the mountains, and so cools and condenses.✓ The air then descends on the other side of the mountains, theleeward side. ✓ This air is dry and so no rain falls here.✓ The land on the leeward side of a mountain is said to be in the rain shadow of the mountains.✓ Marks can also be given for a correctly labelled diagram. (Any five points) [5]

Question 10

- 10. 1 Johannesburg (1)
 - 10.2 lower temperature (1)
 - 10.3 Port Nolloth and Cape Town (2)
 - 10.4 It will reduce the amount of evaporation and rainfall. (2)
 - 10.5 They are far inland, away from the moderating influence of the sea. (2)
 - 10.6 Musina (1)
- [9]

Question 11

Cold, dry, in summer (June, July or August) [3]

Total: 50 marks

Part 2 – History

Question 1

- 1.1 There are moving parts of the machine that are not covered; ✓ the child is not wearing protective clothing; ✓ the child is barefoot; ✓ the child is wearing loose clothes which can get caught in the machine. ✓ (Any three points) (3)
- 1.2 Child labourers only had to be paid a fraction of what adult female and male workers received; ✓✓ sometimes, if they were orphans they weren't even paid at

- all. Factory owners justified their actions by saying they provide the children with food, clothes and a place to sleep. ✓✓ (2 × 2 = 4)
- 1.3 Robert Owen, ✓ He built better houses, ✓ and built schools for the workers' children ✓ and provide free medical care for the workers. ✓ (1 + 3 = 4)
- 1.4 Source A supports Source B visually. Source B speaks about young children as young as six who worked in factories ✓ and that children worked with large, heavy and dangerous equipment and machinery. ✓ All of these sentiments are visible in the visual source; a young child ✓ working with heavy and dangerous machinery. ✓ (2 × 2 = 4)
- 1.5 It was dangerous/ unhealthy for children to work in mines. ✓ Many children became crippled from the strange positions they had to keep while working and pulling loads. ✓ The children worked in dark narrow tunnels. ✓ (3)
- 1.6 Children were small and nimble and could easily fit into the narrow seams. ✓✓ Children could be paid much less than adults. ✓✓ (2 × 2 = 4)
- 1.7.1 A pack animal, usually a donkey or mule that can carry/ pull heavy loads ✓(1)
- 1.7.2 Like pack animals, the children worked on all fours pulling the coal to the surface. ✓✓ (2)
- [25]

Question 2

- 2.1 Mining companies were able to control all aspects of the African workers' lives. ✓ The workers lost all access to the outside world for the duration of their contact. ✓ For the duration of their contract mine owners were ensured a steady supply of labour. ✓ This system was implemented because diamonds were easy to steal, ✓ it was a way limiting illegal diamond buying and smuggling. ✓ (Any four points) (4)
- 2.2 Compounds were groups of buildings that were surrounded by high walls. ✓✓ (2)
- 2.3 Williams' perspective is biased because he is the General Manager of De Beers Consolidated mines. ✓✓ Based on his position within the company, he would want to create the impression to others that De Beers cares about their workers; even in it is not true. ✓✓ His perspective is biased because he only gives his own opinion of the compounds he does not mention if the workers would disagree with his point of view. ✓✓ (Any two points) (2 × 2 = 4)
- 2.4 The rooms have electricity ✓ (1)
- 2.5 Williams refers to the men who live in the compound as inmates, we usually refer to prisoners as inmates. ✓✓ He also says that the corrugated iron fences rise ten

feet above the ground, this creates the idea of a prison enclosure that the men find themselves in. ✓✓ (2 × 2 = 4)

2.6 I would complain about a lack of privacy ✓ and the denial of freedom of movement. ✓ (2 × 1 = 2)

2.7 Two successful claim-holders who started companies were Cecil John Rhodes, who owned De Beers Mine, ✓ and Barney Barnato, who owned Kimberley Mine. ✓ Both of them had come from England hoping to make their fortunes on the diamond fields. ✓ They had both been very successful and there was competition between them to control the diamond industry. ✓ Eventually Rhodes had enough money to buy out all the other claims, as well as Barnato's company. ✓ In 1888, Rhodes formed De Beers Consolidated Mines, which then owned all the claims. ✓ This meant that it had a monopoly of the diamond mining industry. ✓ De Beers became one of the richest companies in the world. ✓ (8)

[25]

Total: 50 marks

Review Copy

Exemplar end-of-year memorandum

Part 1: Geography

- 1.1 Greenwich
- 1.2 Co-ordinates
- 1.3 Sixty/60
- 1.4 Time
- 1.5 180°
- 1.6 Equal
- 1.7 Higher
- 1.8 Weather
- 1.9 Escarpment
- 1.10 Decreases (10)
- 2 A line scale. It measures distance accurately using the metric scale. (2)
- 3 As the earth rotates from west to east, different parts of the world are having day and night at different times.✓ Time changes as you travel round the world.✓ The earth makes one complete rotation in 24 hours. This means that the earth rotates through 360° of longitude in 24 hours.✓ (3)
- 4 South Africa uses 30° E as its standard time line. (1)
- 5 The midday sun is vertically overhead the Tropic of Capricorn on 22 December. (2)
- 6 Latitude,✓ distance from sea,✓ altitude,✓ ocean currents✓ relief✓ (any two) (2)
- 7 Heavy industries, such as the manufacture of cars or chemicals, are often dirty and noisy.✓ The buildings are big, need space and access to transport.✓ Light industries involve the making of small items such as clothes or computer parts.✓ They have less of an environmental impact and may be nearer to residential zones than heavy industries.✓ (4)

8

Natural features	Constructed features
Trees, forests	buildings
rivers	roads

(Any four examples.) (4)

- 9 A vertical photograph is taken directly from above/looks straight down onto an area. ✓ This means that the different features on the ground all have a similar scale. ✓ An oblique photo shows features in the foreground as much larger than features in the background so there is no fixed scale.✓ (3)

- 10 They play a positive role because they attract people, so a place is often established where there is natural beauty; they draw tourists, which can be a source of income for locals. (3)

11.1 Mozambique

11.2 South Africa

11.3 Mozambique

11.4 Zimbabwe (4)

- 12 Trade is usually not possible without transport as the goods being traded need to be moved from one trading partner to the other.✓ As a result, where there is a demand for trade, efforts are made to provide the transport needed for this trade.✓ In this way, transport responds to trade.✓ People build new routes, and try to improve ways of transporting goods more quickly, more cheaply and more safely.✓ With new developments in transport, the nature of goods traded changes, and new trading partnerships become possible.✓ (Any four points.)(4)

13

Column A	Column B
air	quickest mode of transport, but also the most expensive
sea	used to transport heavy and bulky goods over long distances
road	used for short distances
rail	used for large loads on land as so much more can be carried at one time
pipeline	used to carry liquids and gases

(5)

- 14 People spend a long time getting to and from work, and are sometimes late for work.✓
People become impatient, and the number of accidents increases.✓
Emergency vehicles, such as ambulances cannot get to where they are needed quickly.✓
Fuel is wasted while vehicles run their engines, but do not move.✓
Pollution increases as vehicles on the roads for longer.✓ (Accept any three.)(3)

Total: 50 marks

Part 2: History

- 1.1 The Industrial Revolution caused important changes socially, in terms of the way people lived and worked. ✓ Source 1A shows urbanisation: the towns grew as more people moved there to find jobs. ✓ Thousands of new houses were built as quickly and cheaply as possible. ✓ These houses were close together, damp, dark and unhealthy. ✓✓ Very few of them had running water, proper toilets or windows. ✓✓ In some instances as shown in the source, people simply rented a room because accommodation was scarce in the rapidly growing towns. ✓ Life was difficult in the industrial towns. Evidently, the source depicts how rubbish was left to rot in the streets, and the air was filled with unhealthy factory smoke. ✓✓ Water supplies were often polluted. ✓ As a result diseases like cholera spread easily and thousands of people died in epidemics. ✓ There was also unemployment and crime in the new industrial cities. ✓ (Accept any 10.) (10)
- 1.2 The cartoonist feels it is the perfect breeding ground for disease to flourish because the houses are built closely together. ✓ the number of people shown in the street and leaning from windows shows that this area is crowded ✓ and there seems to be heaps of rubbish that people are walking past and in which children are playing. ✓ (3)
- 1.3 The cartoonist wanted to draw society's attention to the plight of people and show how their poor living conditions could lead to the growth and spread of disease causing an epidemic. ✓✓✓ or
Hundreds of people died in epidemics. The cartoonist wanted to highlight the plight of the masses of people who had moved to urban areas to seek a better life but were now living in squalor and disease. ✓✓✓ (3)
- [16]
- 2.1 The Zulu kingdom wanted to maintain its independence. ✓ Britain wanted to make sure that there was a steady supply of labour for the mines. ✓ So they fought against the independent African kingdoms, such as the Zulus, in an attempt to take over their land. ✓ The British claimed the Zulu wanted to wage war against them. ✓ Once defeated the British would force them to pay taxes. ✓ They knew that if the Zulu lost their land, they would be forced to find work to earn wages. ✓ (Accept any four.) (4)
- 2.2 The author presents a British perspective. ✓ He wrote the article for the BBC (British Broadcasting Corporation) online site. ✓ He wrote largely about the British response to the Zulu wars, for example medals were awarded to the British soldiers who fought at Rorke's Drift. ✓ In his article he explained that

most British people don't remember that the British Army "suffered its most humiliating defeat."✓ Therefore he clearly wrote from a British point of view because he provides very little detail about the Zulus.✓ (Accept any three.) (1+3)

2.3 "the British Army suffered its most humiliating defeat at nearby Isandlwana"(2)

2.4 The British would not want to remember their shame and biggest loss in battle; they wanted to always be remembered as a mighty empire.✓✓

OR

Those responsible for the disaster exaggerated the importance of Rorke's Drift in the hope of reducing the impact and shame of Isandlwana in history.✓✓ (2)

[12]

3.1.1 Kumasi ✓ (1)

3.1.2 The first Ashanti King ✓ (1)

3.1.3 The Golden Stool descended from the sky and landed by the leader, Tutu.✓✓ (2)

3.2 It was a symbol of nationalism,✓ represented the nation's soul,✓ brought good fortune ✓ and kept they nation united.✓ It also represented the Ashanti people's independence.✓ (Accept any four.) (4)

[8]

4.1 "recruiting advertisement";✓✓ "I wonder if the men are responding properly"✓✓ By 1916 so many men were killed that men no longer wanted to volunteer.✓✓ The government introduced conscription, compulsory military service.✓✓

(2x2 + 2x2)

4.2 They were put in jail and treated badly ✓✓ or court martialled and sometimes shot by a firing squad.✓✓ (2)

4.3 No,✓ the trenches were infested with lice and rats,✓ there were dead bodies that rats fed off,✓ diseases spread easily,✓ waterlogged trenches caused the men's feet to rot [trench rot],✓ and there was no privacy.✓ (Any four.) (1+3)

[15]

Total: 50 marks

Alternative Mid-year exam

Part 1 : Geography

- 1 Answer true or false for the following descriptions and correct the false statements
 - 1.1 The latitude and longitude of a place are called the co-ordinates
 - 1.2 Each degree is divided into 60 minutes
 - 1.3 A small map scale gives a large amount of detail of an area
 - 1.4 The latitude $23^{\circ} 54'S$ is closer to the equator than $29^{\circ} 27'N$
 - 1.5 The longitude $29^{\circ} 27'E$ is closer to Greenwich than $23^{\circ} 54'W$
 - 1.6 The seasons are caused by the fact that the Earth is tilted on its axis
 - 1.7 At the solstices (21 March and 23 September) there is equal night and day all over the world [10]
 - 2 Write the ratio scale 1: 100 000 as a word scale and a line scale. [4]
 - 3 Convert the word scale 1 cm represents 2 km to a ratio scale. [2]
 - 4 Use the line scale on the map of Limpopo on page 9 of your Learner's Book to calculate the following distances:
 - 1.1 direct distance from Polokwane ($23^{\circ}55'S$, $29^{\circ}25'E$) to Alldays ($22^{\circ}40'S$, $29^{\circ}05'E$)
 - 1.2 from Musina ($22^{\circ}20' S$; $30^{\circ} E$) to Tzaneen ($23^{\circ}50' S$; $30^{\circ}10' E$) by road. [2 × 2 = 4]
 - 5 Match the term in Column A with the description in Column B in the table below
- | Column A | Column B |
|------------|--|
| Orbit | Half the earth |
| Hemisphere | The movement of the earth from east to west |
| Revolution | The regular path of the earth around the sun |
| Rotation | The movement of earth around the sun once every 365¼ days |
| Axis | The imaginary line through the centre of the earth, around which the earth rotates |
- [5]
- 6 Evaluate this statement: "The angle at which the sun's rays strike the earth affects temperature." You may use a labelled sketch to support your answer. [3]
 - 7 Explain the effects that ocean currents have on temperature. [3]

8 Study the table below of temperatures and rainfall for a South African town and answer the questions that follow.

Months	Jan	Feb	March	April	May	June	July	Aug	Sept	Oct	Nov	Dec
Average temperature (°C)	22	21	20	17	14	10	10	12	14	16	18	21
Rainfall (mm)	86	76	76	70	21	8	10	12	20	50	60	80

8.1 In which season does this town get most of its rainfall? (1)

8.2 Calculate the annual rainfall for this town. (1)

8.3 Calculate the temperature range. (2)

8.4 Is this a coastal town or an inland town? (1)

8.5 Explain your answer to 1.4. (2)

8.6 Describe the weather in this town in June. (1)

[8]

9 Briefly explain the term humidity and give two reasons why it is important.

[5]

10 Discuss three different climatic regions that are not found in South Africa and describe the overall climate of each in two words.

[3 × 2 = 6]

Total: 50 marks

Part 2 : History

1. The Industrial Revolution in South Africa

1.1 Refer to Source 1A.

1.1.1 After studying the source what conclusions can you draw about the types of housing in which diggers lived in 1867? (2 × 2 = 4)

1.1.2 How useful is this source to a historian studying the Industrial Revolution in South Africa? (2 × 2 = 4)

1.2 Refer to Source 1B.

1.2.1 Life on the diamond fields was dangerous and this source proves it. Provide three pieces of evidence from the source to prove the statement true. (3)

1.2.2 This source is a representation of dry digging. Explain the difference between “river diggings” and “dry diggings”. (2 × 2 = 4)

1.3 Compare Sources 1A and 1B.

1.3.1 Have these sources been placed in the correct chronological order? (1)

1.3.2 Explain what “chronological order” means. (2)

1.3.3 Give two reasons for your choice at 1.3.1 (2 × 2 = 4)

1.3.4 Compare Source 1A and Source 1B. Which source do you consider more reliable?
Explain your answer. (1 + 2 × 2 = 5)
[27]

2 The Mineral Revolution in South Africa

2.1 Refer to Source 2A.

2.1.1 Write a paragraph in which you explain what the Chamber of Mines was and why it was formed. (6)

2.1.2 Mines struggled to ensure a steady supply of labour. Suggest reasons to explain this phenomenon. (3)

2.1.3 According to the source, why were the Pedi willing to work as migrant labourers for short periods? (3)

2.1.4 The Pedi used the guns to defend themselves when the Boers and then the British attacked them. Write two paragraphs explaining how the Pedi strongly resisted the Boer and British attacks to take over their land. (8)

2.2 Refer to Source 2B.

2.2.1 Explain how the taxes collected in this source were actually part of a plan to get a steady supply of migrant labourers to the mines. (3)
[23]

Total: 50 marks

Review Copy

Addendum of Sources

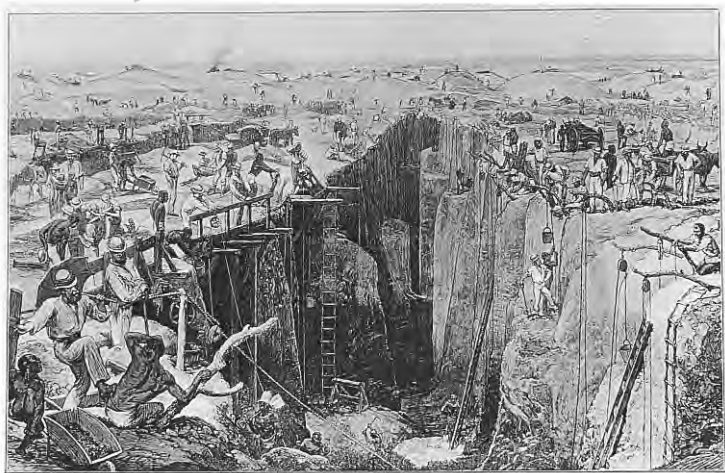
Source 1A

An early photograph of the diamond fields in Kimberley taken in 1867.



Source 1B

An artist's impression of diamond mining in Kimberley. The date is unknown



Source 2A

This source discusses the problems of getting enough labour on the mines

How the mines got their labour

In order to be profitable, the mines needed an ongoing supply of cheap labour. The mine owners therefore had to think very carefully about when they would get labour from and how they would make it cheap.

'We must have labour. The mining industry without labour is as ... it would be to imagine that you could get milk without cows.'

President of the Chamber of Mines, March 1912

The problem that faced the mine owners was that there was no ready-made supply of workers whom they could recruit to work in the mines. They had to use many different methods to create and keep a supply of cheap labour.

Workers in turn resisted these methods in various ways.

Few Africans were willing to leave their fields to work underground. Most African farmers were not interested in working in the mines while they still had land. Some, like the Pedi, had been prepared to work as migrants for short periods on the diamond mines in order to get money to buy farming implements, as well as guns to defend themselves.

Even mine owners had to find a way of turning the migrant system into a cheap one. In the years between 1890 and 1899 the number of African mineworkers rose from 14 000 to 100 000

www.sahistory.org.za/archive/glitter-gold

Source 2B

British officials collecting taxes from Zulu chieftains in the early 1900s



Alternative mid-year memorandum

Part 1 :Geography

1

1.1 True

1.2 True

1.3 False : A small map scale gives a **small** amount of detail of an area

1.4 True

1.5 False : The longitude 29° 27'E is **further** from Greenwich than 23° 54'W

1.6 True

1.7 False : At the **equinoxes** (21 March and 23 September) there is equal night and day all over the world [10]

2. 1 cm represents 1km; line scale a line 1cm long with 1km written underneath [4]

3. 1: 200000 [2]

4. Allow an error margin of 20 km either side of the answers:

4.1 140 km

4.2 200 km [2× 2 = 4]

5.

Column A	Column B
Orbit	The regular path of the earth around the sun
Hemisphere	Half the earth
Revolution	The movement of earth around the sun once every 365¼ days
Rotation	The movement of the earth from east to west
Axis	The imaginary line through the centre of the earth, around which the earth rotates

[5]

6. The sun's rays heat the earth/ and the earth heats the air above it✓. When the sun's rays strike the earth at a large angle/ the earth gets much hotter than when the angle is small ✓ also give marks for the correct sketch as in on page 49 of the Learner's Book [3]

7. Currents affect temperature because the water temperature affects the temperature of wind blowing over it ✓. A cold current will lower the wind's temperature and a warm current will raise it. ✓ [3]

8.

8.1 summer (1)

8.2 569 mm (1)

8.3 $22 - 10 = 12^{\circ}\text{C}$ (2)

8.4 inland (1)

8.5 Large temperature range means it is far from the moderating influence of the sea.

(2)

8.6 cold or cool and dry

(1)

[8]

9. The humidity of the air is the amount of water vapour in the air. ✓ Water vapour is water in the air in the form of a gas. ✓ Water vapour enters the air when liquid water evaporates. Warm air can hold more water vapour than cold air, ✓ and so is usually more humid. ✓

The humidity of the air is important for two main reasons:

- It influences the amount of rain that is likely to fall in a place. Places with high humidity get more rain than places with low humidity. ✓
- It influences how people feel. On a hot day, if the humidity is high, people's sweat does not evaporate much, and they feel hot and sticky. ✓ (Any five)

[5]

10 Any three of the following:

- equatorial: Very hot and very wet
- tropical: Hot and wet
- continental: Cold and wet
- tundra: Very cold and fairly dry
- polar: Very cold – no month above 0°C

[3 × 2 = 6]

Total: 50 marks

Part 2 : History

- 1.1.1 Housing consisted of tents and shacks ✓✓ that could be put up quickly and cheaply. ✓✓ The accommodation did not offer much protection from the harsh life on the diamond fields. ✓✓ (Any two) $(2 \times 2 = 4)$
- 1.1.2 This source is useful to a historian studying the Industrial Revolution in South Africa. It is a primary source (photograph) produced at the time of the historical event which provides valuable information on the early years of diamond mining in South Africa. ✓✓ It provides information about the kinds of basic accommodation that the workers lived in- close to their claim. ✓✓ As it was during the early days of digging it shows that most of the labours working close to the surface ✓✓ and the “machinery” or shaft head is basic. ✓✓ $(2 \times 2 = 4)$
- 1.2.1 extra-long, rudimentary ladders, ✓ no protective clothing, ✓ buckets are being lowered using basic pulleys made from branches, ✓ many thin ropes and cables that cause confusion ✓ (Any three) (3)
- 1.2.2 The first diamonds were found in rivers. Diggers collected small stones from the bottom of a river, and washed and sorted them, hoping to find diamonds. ✓✓ Many people hoped to get rich, but most were unsuccessful. Later on, diamonds were found in the ground. These were called “dry diggings”. The most important were at Kimberley and men had to dig deep into the earth’s surface to extract diamonds. ✓✓ $(2 \times 2 = 4)$
- 1.3.1 Yes ✓ (1)
- 1.3.2 Chronological order refers to the historic order in which events happen. ✓✓ (2)
- 1.3.3 Source 1A shows diamond mining in the early days, 1867 the activity appears to be on the surface, or close to the surface. ✓✓ Source B, although it is not dated it is obviously from a later period because it shows how far the labourers have dug in to the earth’s surface. ✓✓ $(2 \times 2 = 4)$
- 1.3.4 Source A is more reliable because it is a photograph and primary source that dates to 1867. ✓✓ Although Source B provides plenty of details it is less reliable because it does not have a date, so we don’t know exactly when it was produced. Also it a drawing, it is less reliable because there was more room for the artist to add his own interpretations and emphasis. ✓✓ $(1 + 2 \times 2 = 5)$
[27]
- 2.1.1 In 1887, the big mining companies joined together to form a union of mining companies, called the Chamber of Mines. ✓ This gave them greater power because they could make decisions about how the mines would work. ✓ In this way they could make sure that the mining companies became more powerful and rich. ✓ For example, they could all agree to pay the same wages, ✓ and to

- treat their workers in the same way. ✓ This stopped competition between them.
 ✓ They no longer had to offer higher wages or better working conditions to get workers, because it was the same on all the mines. ✓ (Any six) (6)
- 2.1.2 Indigenous people were not willing to work on the mines for low wages; ✓ they would rather work for themselves ✓ on their own farmland. ✓ (3)
- 2.1.3 The Pedi wanted to get money ✓ to buy farming implements ✓ as well as guns to defend themselves. ✓ (3)
- 2.1.4 Many Pedi men worked as migrant workers on the diamond mines and bought guns. ✓ The Pedi built up a strong army of 15 000 men who were armed with modern rifles. ✓ The Boer farmers in the area feared the strength of the Pedi kingdom. ✓ When gold was discovered at Pilgrims Rest nearby, many Boers believed that there were rich gold deposits in the Pedi kingdom as well. ✓ But the Pedi leader, Sekhukhune would not allow prospectors to look for gold in his kingdom. ✓ When Boer forces attacked the Pedi, they were able to resist and the Boers had to withdraw. ✓ The British also wanted to defeat the Pedi. In 1879 they sent a large army to attack them but the Pedi put up a fierce resistance. ✓ The British managed to defeat them with the help of 8000 Swazi troops. ✓ The independence of the Pedi kingdom was over. ✓ (Any eight)(8)
- 2.2.1 The British Colonial governments imposed taxes on the Zulu people knowing that they were not part of a money orientated economy system. Africans were forced to work in the mines to earn wages to pay the taxes and this ensured a steady supply and work force to the mines. (3)

[23]

Total: 50 marks

Alternative end-of-year exam

Part 1: Geography

Question 1

What are latitude and longitude measured in? [1]

Question 2

Change the scale 1cm represents 10 km to a ratio scale. [1]

Question 3

Define the Greenwich meridian. (2)

Question 4

Define the International Date Line. (2)

Question 5

Explain what equinoxes and solstices are and when they occur. [2 x 2=4]

Question 6

Describe how satellite images can help weather forecasters. [2]

Question 7

State whether the following sentences are true or false:

7.1 Latitude and altitude affect temperature.

7.2 Warm ocean currents make places on the coast cold.

7.3 The leeward side of a mountain is in a rain shadow. [3]

Question 8

Explain the difference between weather and climate. [2]

Question 9

Describe the effect of altitude and relief on the climate of southeast Asia. [3]

Question 10

Name the four primary activities that are sometimes the reasons why rural settlements are established. [4]

Question 11

What are land-use zones? Give an example of one. [2]

Question 12

Copy the table below and write down two facts about each type of aerial photograph. [4]

Oblique photo	Vertical photo

Question 13

Distinguish between natural and constructed features and give an example of each. [2]

Question 14

List two examples of social issues that affect where people stay. [2]

Question 15

Write a short paragraph on the pass laws and their effect on the settlement of black people in South Africa. [3]

Question 16

Compare the uses of road and rail transport and their advantages and disadvantages. [4 x 2 = 8]

Question 17

Imagine you have been made the new Minister of Trade and Transport and you need to plan future transport networks. Decide on five important requirements for these networks in South Africa. [5]

Total: 50 marks

Part 2 History

Question 1

Refer to Source 1A.

- 1.1 In the source the Luddites are depicted destroying the machines. Why did the Luddites hate the machines? (3)
 - 1.2 What did the Luddites wish to achieve by destroying machines as depicted in Source 1A? (2)
 - 1.3 How did the government respond to the Luddites' resistance? (3)
- [8]

Question 2

Refer to Source 2A.

- 2.1 Why were mine owners keen to implement the compound system on the mines? (4)

- 2.2“... the compound system turned the distinction [difference] between waged and convict labour into a matter of words.” Using prior knowledge, what characteristics of the compound system made it similar to life in a prison? (2 × 2 =4)
[8]

Question 3

Refer to Sources 3A and 3B and answer the following questions.

Refer to Source 3A

- 3.1 How does the cartoonist represent Rhodes dominating Africa? (3)
3.2 In your opinion, is this a positive or negative representation of imperialism in Africa? (1 + 2 = 3)

Refer to Source 3B

- 3.3 Does the cartoonist agree with Britain's activities in Africa? Explain.(1 + 2 = 3)
3.4 Using prior knowledge, write a paragraph in which you explain why Britain wanted to gain African territories or colonies. (7)
[16]

Question 4

Refer to Source 4A

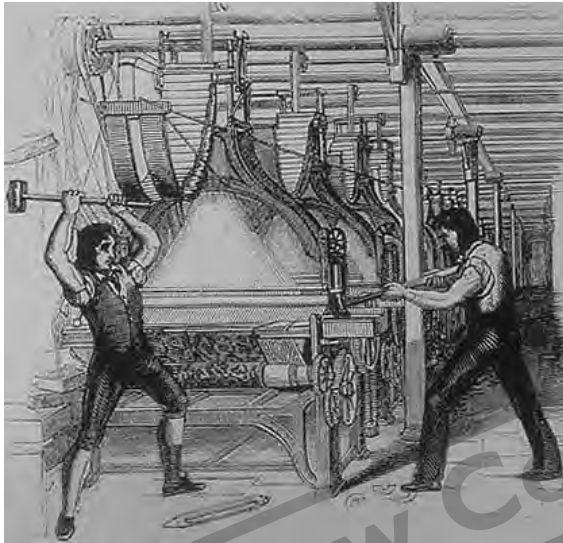
- 4.1 Using prior knowledge as well as Source 4A, explain why the French prime minister is represented as a vampire, sucking the life out of Germany. (2)
4.2 Germany is portrayed as a fragile woman growing weaker. Certainly, this is a reference to the discomfort and pain that would be caused by the terms of the Treaty of Versailles. Using prior knowledge, write a paragraph in which you explain the main terms imposed on Germany. (10)
4.3 Is this source biased? Provide evidence from the source to prove your answer. (1 + 2 = 3)
4.4Does the cartoonist think the terms of the Treaty of Versailles are fair? Justify your point of view. (1 + 2 = 3)
[18]

Total: 50 marks

Addendum of Sources

Source 1A

The Luddites were protesting workers. In this visual source the Luddites were depicted destroying machines in a factory.



Source 2A

An extract from the internet article “Diamonds and Migrant Labour in South Africa, 1869-1910” sourced from www.historytoday.com/rob-turrell/diamonds-and-migrant-labour-south-africa-1869-1910

“Of course, mine-owners wanted to prevent theft, but they wanted compounds for other reasons as well. Most managers and directors had noted the advantages in labour efficiency, discipline and cost that Cecil Rhodes' De Beers Diamond Mining Company derived from the use of convict labour. They wanted to imitate the convict labour system without turning free workers into slaves. In time, though, the compound system turned the distinction between waged and convict labour into a matter of words.”

Source 3A

This cartoon was made in Britain in 1892. It shows Cecil John Rhodes dressed in a British military uniform with one foot in Cairo and the other in Cape Town.



Source 3B

An American cartoon depicting Britain taking African territory (circa 1900)



Source 4A

A cartoon entitled “Clemenceau the Vampire” From the German newspaper Kladderadatsch (July 1919)



The figure lying on the bed represents Germany. Clemenceau, the Prime Minister of France in 1919, was a member of the allied forces. He was intent on punishing Germany for the terror that they caused during World War I. In this source he is represented as a vampire, sucking the life out of Germany.

Alternative end-of-year memorandum

Part 1: Geography

- 1 Latitude and longitude are measured in degrees and minutes. [1]
- 2 1 : 1000 000 [1]
- 3 The Greenwich meridian divides the world into the western and eastern hemispheres. It is at 0° longitude. [2]
- 4 The International Date Line follows the 180° line of longitude and goes around land masses. If you cross the IDL going east you subtract one calendar day and if you cross the IDL going west you add one calendar day. [2]
- 5 The equinoxes are 21 March and 23 September. On these days, the sun is overhead the equator at midday. There is 12 hours of day and night throughout the world.
The solstices are 21 June and 21 December. On these days the sun is overhead the Tropic at midday. Length of day and night varies throughout the world during summer and winter. [2 × 2=4]
- 6 Satellites travel high in the atmosphere. They take images using cameras showing weather and cloud patterns. [2]
- 7.1 True
- 7.2 False
- 7.3 True [3]
- 8 Daily variations in the elements of weather like temperature, rainfall, humidity and wind determine the weather. Seasonal variations determine climate. [2]
- 9 In southeast Asia, moist winds blow from the sea over India and the Himalayas. Lands on the windward side of the Himalayas get much more rain than the leeward side to the north. This is why the wet tropical and temperate regions are south of the mountains, and the dry desert and semi-desert regions are to the north. [3]
- 10 They play a positive role because they attract people, so a place is often established where there is natural beauty; they draw tourists, which can be a source of income for locals. Farming, fishing, forestry and mining also play a positive role (Any 4 points). [4]
- 11 Areas of land that have one main use or function such as housing or industry.✓ [2]

Oblique photo	Vertical photo
Taken at a slant (an angle less than 90°)	Taken from directly above
Scale is not the same for the whole photo	Scale is the same for the whole photo
Features that are closer look bigger on the photograph than features in the distance.	Size of features is not distorted

[4]

- 13 Natural features or things that are there in nature. Rivers, hills, valleys, wild forests and grasslands are examples of natural features.

Constructed features are things that have been built or created by people. Roads, buildings, harbours, fences and orchards are examples of constructed features. [2]

- 14 Access to clean water, places to play, need for a school, no library, service delivery, transport, unemployment, alcohol abuse, crime, access to electricity, care of children. (Any two.) [2]

- 15 The Pass Law of 1923 ✓ ruled that black South Africans could only come into the urban areas if they had a special “pass”. ✓ You only had a pass if you had a job. ✓ This meant that most families could not live together. ✓ Often it was the man who went to work on the mines ✓ or in an urban area and the woman who had to stay in the homeland, ✓ farming the land and looking after the children. ✓ (Any three points) [3]

- 16 Road transport is used for short distances, and rail for longer hauls.

Road transport is often used to transport goods to and from smaller places, such as small towns, and farms and factories.

Often there is no rail link to smaller places.

Rail is used for large loads, as so much more can be carried at one time than by road.

Costs: Rail transport is cheaper over long distances, while road transport is cheaper for shorter journeys.

Load: Rail transport is cheaper than road transport for large, heavy loads. Road transport is cheaper for smaller parcels.

Convenience: Road transport is often more convenient than rail transport. Trucks and other vehicles can take goods from door to door while very few places have a railway station right where they are:

Trains have to run at certain fixed times, while road transport can be more flexible. For these reasons, it is often quicker to transport goods by road than rail.

Impact on the environment: Road transport causes more air pollution than rail transport does; the large number of roads also takes up land that could be used for other purposes, while railway lines use less land.

Large trucks on the highways and other roads adds to traffic congestion and accidents as they travel slowly and people become impatient and sometimes overtake where it is not safe to do so. (Any four points) [4 × 2 = 8]

17 More roads and railway lines need to be built to connect new towns and industrial regions to the network. Goods will need to be transported to and from these. Roads need to be upgraded so that increasing volumes of traffic can travel more efficiently on them.

Railways in particular need upgrading. At present, too much cargo that should be transported by rail is going by road because the railway network is in a poor condition.

Some ports might need to be enlarged, to handle increased numbers of ships and amounts of cargo. Also, ships wishing to enter them are likely to be bigger in future.

We might need additional airports and sea ports to cope with increased volumes of trade.

Roads and railway to other parts of Africa must be improved, so that the increasing trade we do with them can be supported. (Accept any five points) [5]

Total: 50 marks

Review Copy

Part 2 History

- 1.1 The Luddites hated the machines because machines never got tired ✓ and could work faster than people could; many workers lost their jobs because of this. ✓ The workers had to work at the pace set by the machines. ✓ (3)
- 1.2 Luddites believed that if they broke the machines they could end the use of them. ✓ ✓ (2)
- 1.3 The government was afraid that the destruction would spread. So the leaders were arrested ✓ and sentenced to death, ✓ and many other Luddites were sent to the prison colony in Australia. ✓ (3)
- 2.1 Mine owners wanted to prevent theft, ✓ they wanted to exercise control over the mine workers, ✓ they wanted an efficient labour force, ✓ and it would keep costs low. ✓ They were also ensured a consistent steady supply of labourers. ✓ (Accept any four points.) (4)
- 2.2 The compound system was similar to prison the sense that labourers lost their freedom of movement. Migrant labourers signed a contract and like prisoners they were restricted to the space of the compounds for a fixed period of time. ✓ ✓ They could not leave their job before the end of their contract. It was like a prison sentence. ✓ ✓ Like prisoners they lost their rights to privacy, compounds were often overcrowded and they were often subjected to body searches to ensure that they had not stolen diamonds or gold. ✓ ✓ (Accept any two points.) ($2 \times 2 = 4$) [8]
- 3.1 With arms outstretched, ✓ in a military uniform ✓ (a symbol of aggression) ✓ Rhodes is striding across Africa. ✓ (Accept any three.) (3)
- 3.2 Positive. ✓ The cartoon shows Britain's imperial dominance at its strongest ✓ with Rhodes firmly in control ✓ and pulling the strings. ✓ (Accept any two) ($1 + 2 = 3$)
- 3.3 No, ✓ Britain is portrayed as greedy, ✓ almost gobbling up Africa or stuffing its face. ✓ (1 + 2 = 3)
- 3.4 Africa was a place where Europe could sell products, ✓ Europe could get raw materials, ✓ Europe could get mineral wealth, ✓ investors could make money in Africa, ✓ colonies could provide food and space, ✓ the acquisition of colonies was a means of proving power amongst rival countries, ✓ European countries wanted some areas for strategic importance, ✓ explores and empire builders wanted colonies for imperial desire ✓ while missionaries wanted to convert people to Christianity and this we be easier if there was law and order in a colonised area. ✓ (Accept any seven points.) (7)

[16]

- 4.1 Clemenceau (Allied Powers) has severely weakened Germany with the punishment they received (Treaty of Versailles).✓✓ (2)
- 4.2 The main terms of the Treaty of Versailles:
Germany had to give up some of its land in Europe, ✓ and also its colonies in Africa (such as Namibia).✓
Germany had to cut down the size of its armed forces.✓ It could have a small army and navy, but there could be no tanks, submarines or planes.✓✓
Germany had to accept the blame for starting the war.✓
Germany had to pay reparations.✓ The money would be used to repair all the damage done during the war.✓ The Allies fixed a huge sum of money that would take Germany many years to pay.✓
Germany lost territory and was not allowed to unite with other German-speaking areas like Austria.✓ (10)
- 4.3 Yes, the cartoon appeared in a German newspaper in July 1919; only presents the German point of view, as victims;✓ and the Allied powers as the aggressors or perpetrators.✓ (1 + 2 = 3)
- 4.4 No,✓ the German cartoons shows how the harsh terms of the treaty of Versailles will cause Germany's ruin or death.✓ It will reduce Germany to a weak/helpless nation.✓ (1 + 2 = 3)

[18]

Total: 50 marks

Review Copy

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