



PLANNER & TRACKER

Social Sciences Grade 7

- *Progress tracker*
- *Intervention strategies*
- *Photocopiable worksheets*
- *Assessment support*



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Worksheets and Resources

The formal assessment worksheets in this book are taken from the *Oxford Successful Social Sciences Grade 7 Learner's Book*. The answers to the worksheets can be found in the *Oxford Successful Social Sciences Grade 7 Teacher's Guide*. The page references for the answers in the Teacher's Guide are given below.

Formal assessment worksheets

Geography Term 1	TG page 40	History Term 1	TG page 58
Geography Term 2	TG page 75	History Term 2	TG page 95
Geography Term 3	TG page 101	History Term 3	TG page 116

The additional activities in the book can be found in the Teacher's Guide as follows:

Geography: Describe a route using a street map	TG page 36
History: The city of Timbuktu	TG pages 61–62
Geography: Population growth and change	TG page 102
History: The arrival of the Dutch	TG page 121
History: Get history learners talking in the 21 st century	TG page 151

The exemplar examination papers (for mid-year and end-of-year exams) can be found in the Learner's Book, with the answers in the back of the *Oxford Successful Social Sciences Grade 7 Teacher's Guide*. Part 1 of the examination covers Geography and Part 2 covers the History content.

Examination worksheets:

Mid-year exam	TG page 152
End-of-year exam	TG page 155

Additional exam papers are available in the Teacher's Guide for your use:

Mid-year exam	TG page 159
End-of-year exam	TG page 169

TERM 1

Progress tracker for Oxford Successful Social Sciences Grade 7 Geography

Week	Contents and concepts (based on 2023/24 ATPs)	Worksheet name and page number	Learner's Book chapter and page reference	Planned time allocation	Date of completion	Teacher reflection
1	Orientation <ul style="list-style-type: none"> • Orientation of learners for Grade 7: Welcome learners to Grade 6 Geography/Social Sciences as a subject Explain the programme of assessment (formal and informal) Revise concepts from the Intermediate Phase – Grade 5: Eight points of the compass Grade 6: Latitude and longitude (degrees) 			1,5 hours		
2	Current events <ul style="list-style-type: none"> • Places in the news on a world map • Latitude and longitude of places in the news Sketching maps and explaining routes <ul style="list-style-type: none"> • Determining and showing compass directions on a local sketch map 		Module 1 Unit 5 LB: pp. 21-22 Module 1 Unit 3 LB: pp. 14-15	1,5 hours		
3	Local maps and street maps <ul style="list-style-type: none"> • Using an index and grid to locate places in a street guide • Street maps or Google maps 	Geography Drawing a sketch map Teacher resource booklet pg. 16	Module 1 Unit 1 LB: pp. 8-10	1.5 hours		

4	Sketching maps and explaining routes <ul style="list-style-type: none"> • Sketching maps to show the route from one place to another • Explaining a route verbally (include estimating distances) 		Module 1 Unit 2 LB: pp. 11-13	1,5 hours		
5	Sketch map of local area (Project) <ul style="list-style-type: none"> • Drawing a sketch of a map or maps of own area • Include symbols, key and scale • Record own observations of land use and kinds of vegetation • Show eight cardinal compass directions 	Term 1 Geography Project: Drawing a sketch map of your own area Worksheet pg. 16 Additional Activity Worksheet pg. 46	Module 1 Unit 3 LB: pp. 14-15	1,5 hours		
6–9	Distance and scale <ul style="list-style-type: none"> • Lines scales and word scales (review from Grade 6) • Different scales for different maps: small and large-scale maps (review from Grade 6) • Calculating distances on maps (direct and indirect routes) • Measuring indirect distances on a street map • Use the scale to estimate distances on a given map • Check estimates with accurate measurement 		Module 1 Unit 4 LB: pp. 16-20	6 hours		
10–11	Revision and assessment		Formal Assessment LB: pp 14			

TERM 2

Progress tracker for Oxford Successful Social Sciences Grade 7 Geography

Week	Contents and concepts (based on 2023/24 ATPs)	Worksheet name and page number	Learner's Book chapter and page reference	Planned time allocation	Date of completion	Teacher reflection
1–2	Structure of the Earth <ul style="list-style-type: none"> Core, mantle and crust How the crust moves: introduction to tectonic plates and plates movements 		Module 3 Unit 1 LB: pp. 44-45	3 hours		
3	Volcanoes <ul style="list-style-type: none"> Location of volcanoes round the world (map) Why volcanoes occur 		Module 3 Unit 2 LB: pp. 46-49	1,5 hours		
4–6	Earthquakes <ul style="list-style-type: none"> Location of earthquakes around the world (map) Causes of earthquakes Effects of earthquakes Reducing the impact 		Module 3 Unit 3 LB: pp. 50-53	4,5 hours		
7–9	Floods <ul style="list-style-type: none"> Causes of floods Effects of floods Reducing the impact of floods Case study of a selected flood 	Term 2 Geography Activity: Case study of a selected flood Worksheet pg. 19	Module 3 Unit 4 LB: pp. 54-58	4,5 hours		
10–11	Revision and Assessment	Mid Year Exemplar Geography Worksheet pg. 29	Revision assessment LB pp. 59-60	1,5 hours		

TERM 3

Progress tracker for Oxford Successful Social Sciences Grade 7

Geography

Week	Contents and concepts (based on 2023/24 ATPs)	Worksheet name and page number	Learner's Book chapter and page reference	Planned time allocation	Date of completion	Teacher reflection
1–2	Population concepts <ul style="list-style-type: none"> • Birth rates, death rates and population growth rates • Infant mortality rates • Life expectancy 		Module 5 Unit 1 LB: pp. 82-85	3 hours		
3 4–8	World population growth <ul style="list-style-type: none"> • Pattern of world population growth from 1AD to present day Developments that have affected population growth <ul style="list-style-type: none"> • Widespread illnesses • Pandemics of the past (compare the Spanish flu to the COVID-19 pandemic. Note: the COVID-19 not examinable) • Economic status • Conflict and wars • Scientific developments • Improved healthcare 	Term 3 Geography Activity: Population concepts and World population growths Worksheet pg. 20 Additional Activity Worksheet pg. 48	Module 5 Unit 3 LB: pp. 91-96	9 hours		
9–11	Revision and Assessment		Revision Assessment LB: pp. 98	4,5 hours		

TERM 4

Progress tracker for Oxford Successful Social Sciences Grade 7

Geography

Week	Contents and concepts (based on 2023/24 ATPs)	Worksheet name and page number	Learner's Book chapter and page reference	Planned time allocation	Date of completion	Teacher reflection
1	Natural Resources <ul style="list-style-type: none"> Natural Resources on Earth Uses and abuses of selected examples 		Module 7 Unit 1 LB: pp. 120-123	1,5 hours		
2–4	Management of resources <ul style="list-style-type: none"> Concept of conservation Conservation areas Community conversation projects – examples Eco-tourism - examples 		Module 7 Unit 2 LB: pp. 124-131	4,5 hours		
5–7	Water in South Africa <ul style="list-style-type: none"> Who uses South Africa's water? Availability of water and requirements in South Africa River health and the care of catchment areas 		Module 7 Unit 3 LB: pp. 132-137	4,5 hours		
8–11	Revision and Assessment	Exemplar Exam T1-T4 Teacher resource booklet pg. 37	Revision Assessment LB: pp. 139-140	3 hours		

TERM 1

Progress tracker for Oxford Successful Social Sciences Grade 7 History

Week	Contents and concepts (based on 2023/24 ATPs)	Worksheet name and page number	Learner's Book chapter and page reference	Planned time allocation	Date of completion	Teacher reflection
1	Orientation <ul style="list-style-type: none"> Orientation of learners for Grade 7 			1,5 hours		
2	Trade across the Sahara Desert <ul style="list-style-type: none"> Goods brought from Europe and North Africa into Mali Spread of Islam across North Africa and into West Africa via traders 9th century 		Module 2 Unit 1 LB: pp. 26-28	1,5 hours		
3-4	The Kingdom of Mali <ul style="list-style-type: none"> Mali and the height of its power under Mansa Musa Mansa Musa's pilgrimage to Mecca Construction of the Great Mosque 		Module 2 Unit 2 LB: pp. 29-32	3 hours		
5-8	The city of Timbuktu <ul style="list-style-type: none"> Leo Africanus's eyewitness stories of his travels Travels along the caravan routes Descriptions of Timbuktu in his book, Descriptions of Africa (1550) Timbuktu as a centre of learning 	Term 1 History Activity: Create a poster on Timbuktu Worksheet pg. 22 Additional activity Worksheet pg. 47	Module 2 Unit 3 LB: pp. 33-40	6 hours		

	<ul style="list-style-type: none"> Timbuktu manuscripts project and South African collaboration Why Timbuktu is a World Heritage Site 						
9–11	Revision and Assessment		Revision Assessment LB: pp. 41–43	3 hours			

TERM 2

Progress tracker for Oxford Successful Social Sciences Grade 7 History

Week	Contents and concepts (based on 2023/24 ATPs)	Worksheet name and page number	Learner's Book chapter and page reference	Planned time allocation	Date of completion	Teacher reflection
1	Introduction to the topic The Transatlantic Slave Trade <ul style="list-style-type: none"> West Africa before the European slave trade The nature of slavery in West Africa before the Europeans 		Module 4 Unit 1 LB: pp. 62-63	1,5 hours		
2-3	Slavery in the American South <ul style="list-style-type: none"> Plantations: tobacco, rice, sugar cane and cotton Reasons for using slave labour How slaves were captured, sold and transported from West Africa Slave markets Numbers of slaves that were taken to America What happened to the raw materials that slaves produced? 		Module 4 Unit 3 LB: pp. 66-69	3 hours		

4–8	<p>The impact of the transatlantic slave trade on slaves</p> <ul style="list-style-type: none"> • What was it like to be a plantation slave in the American South? • Slave culture in songs and stories • Resistance to slavery • Rebellion against slavery • Nat Turner’s revolt 1831 • Joseph Cinque and the Amistad Mutiny 1839 • The Underground railway • Harriet Tubman • The story of John Brown and his mission to abolish slavery 	<p>Term 2 History Activity: Review the Transatlantic slave trade Worksheet pg. 22</p>	Module 4 Unit 4 LB: pp. 70-75	7,5 hours		
9–11	Revision and Assessment	Mid Year Exemplar Exam History Worksheet pg. 31	Revision Assessment LB: pp. 80	3 hours		

TERM 3

Progress tracker for Oxford Successful Social Sciences Grade 7

History

Week	Contents and concepts (based on 2023/24 ATPs)	Worksheet name and page number	Learner's Book chapter and page reference	Planned time allocation	Date of completion	Teacher reflection
1	Introduction to the topic Revise Grade 5 <ul style="list-style-type: none"> • Indigenous inhabitants • of the Cape in the 17th century • Where African famers were settled 		Module 6 Unit 1 LB: pp. 100-103	1,5 hours		
2–8	Dutch settlement <ul style="list-style-type: none"> • Reasons for the permanent settlement of the VOC (DEIC) at the Cape in 1652 • Results of the Dutch slaves at the Cape • Why slaves were brought to the Cape • Where the slaves came from • How slaves were brought to the Cape • What it was like to be a slave at the Cape • Slave legacy at the Cape • Causes and effects of slave resistance at the Cape • Free burghers • Dutch and French Huguenot immigration to the Cape • Expanding European • Frontiers 	Term 3 History Activity: Answer questions about slavery at the Cape Worksheet pg. 26 Additional activity Worksheet pg. 49	Module 6 Unit 2 LB: pp. 104-117	10,5 hours		

	<ul style="list-style-type: none"> • The movement of trekboers with their slave and servants inland • Lifestyles and stories of trekboers • Land dispossession and consequences for the indigenous population • Genandal: the first mission station in southern Africa • The work of William Bleek and Lucy Lloyd 					
9-11	Revision and Assessment		Revision Assessment LB: pp. 118	4,5 hours		

TERM 4

Progress tracker for Oxford Successful Social Sciences Grade 7 History

Week	Contents and concepts (based on 2023/24 ATPs)	Worksheet name and page number	Learner's Book chapter and page reference	Planned time allocation	Date of completion	Teacher reflection
1	Introduction to the topic Arrival of the British and the expanding frontiers of European settlement		Module 8 Unit 1 LB: pp. 141-144	1,5 hours		
2-3	The eastern frontier of European settlement <ul style="list-style-type: none"> • Frontier wars on the eastern frontier of European settlement • Case study: Chief Maqoma and Xhosa resistance to the British rule • Soldiers and officials • British immigration • Abolition of slavery 1836 		Module 8 Unit 2 LB: pp. 145-152	3 hours		
4-6	The northern frontier of European settlement <ul style="list-style-type: none"> • Expanding trade relationships on the northern frontier of European settlement • Kora and Griqua • The southern borders of the Tswana world • Missionaries and traders • Case study: Robert Moffat at Kuruman 		Module 8 Unit 3 LB: pp. 153-159	7,5 hours		
7-11	Revision and Assessment	Exemplar Exam T1-T4 Teacher resource booklet pg. 42	Revision Assessment LB: pp. 162	6 hours		

Worksheet: Geography Term 1

Project: Drawing a sketch map of your own area

Name: _____ **Class:** _____

For this project, you are going to draw a sketch map of part of your local area. You have the rest of this term to draw your map. Hand in your completed map at the end of the term. Your sketch map will be part of your formal assessment for Grade 7.

- Your map must have a scale and show four compass directions.
- The map must contain lots of information about your local area.

You should make several rough maps before you draw your final map for assessment.

You will need

- a large piece of paper or thin card, at least 30 cm × 45 cm
- an HB or B pencil and eraser
- a ruler
- coloured pencils.

Include symbols, a key and a scale

- You must use symbols for all the things you put on your sketch map.
- You must have a key to all the symbols you used underneath your map.
- If you live in a town or city, you should draw a map of an area between 200 m² and 400 m². If you live in the countryside, you may need to draw a map of a bigger area in order to include enough things. Do not make your area bigger than 600 m².
- Use paces to measure distance. One large pace is about 1 m, while three normal-sized paces make about 2 m.

Draw a frame for your map. This represents the outer edges of your chosen area.

- Walk around the outer edges of the area you are going to map. Note the number of paces for each side. Convert your paces into metres.
- Now work out a scale. For example, if your area is $400 \text{ m}^2 \times 300 \text{ m}^2$, you could have a scale of 1 cm represents 10 m. Then your framework will be $40 \text{ cm} \times 30 \text{ cm}$. You will be working with scale in the next unit, so this will help you choose a scale and draw a scale line.

If you are not sure of how to do the scale, wait until you have been through the next unit before you continue with your project.

Record own observations of land use and kinds of vegetation

Choose a part of your local area where there are plenty of things to put on your map. Don't choose an area of open fields with no buildings.

When you have chosen an area and measured it, check with your teacher before you continue with your project. It may help to draw things in this order:

- Rivers, dams, roads, footpaths and railway lines. Put the symbols you use for features in a key.
- Buildings. Remember that a map shows objects from above so only show the top view.
- Use different symbols for special buildings such as churches, mosques, schools, police stations and hospitals.
- Vegetation, such as trees, grass, crops, vegetables, pasture, parks and recreation grounds. Shade different colours and use symbols.

Show four cardinal compass directions

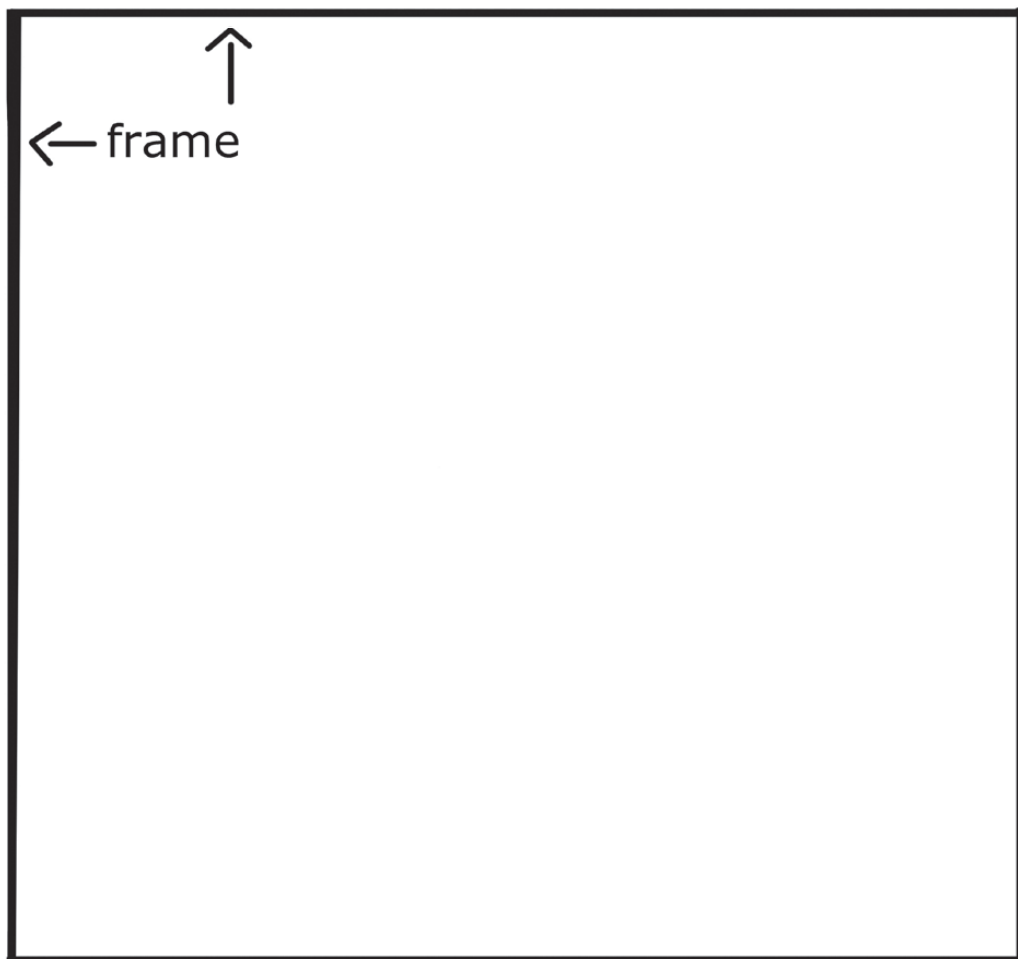
Work out where north is in your mapped area. The sun will shine on your house in the morning from the east, and will shine on your house in the afternoon from the west. If you know where east and west is, you can also work out where north and south is.

Draw the cardinal points underneath your map.

Title:

Name:

Grade:



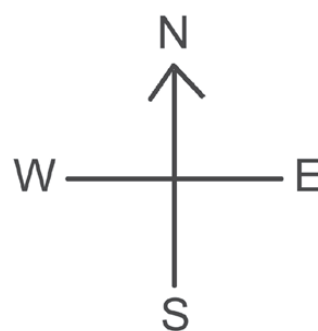
Scale: 1 cm represents _ _ _ _



Key

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Total: 15 marks

Worksheet: Geography Term 2

Activity: Case study of a selected flood

Name: _____ Class: _____

Read the report in the case study on page 58 of the Learner's Book and use what you have learnt about floods to answer these questions.

- 1 Where were the people who were most affected by the flood living? [3]

- 2 Where had they been told to live? [3]

- 3 Why do you think they were living so close to the river? [3]

- 4 What was the first thing the Alexandra Renewal Project had to do? [2]

- 5 List four other things this project did. [4]

Total: 15 marks

Worksheet: Geography Term 3

Activity 3: Population concepts and World population growths

Name: _____ Class: _____

Study the table on page 85 of the Learner's Book, which shows population statistics for 2010 for six countries.

1 Explain what a birth rate of 50 means. [3]

.....

2 Explain what a death rate of 18 means. [3]

.....

3 What is the rate of natural increase for each of the six countries? [6]

.....

4.1 Which country has the lowest rate of natural increase? [1]

.....

4.2 Suggest two reasons why this country has a low rate of increase. [2]

.....

5.1 Which country has the highest rate of natural increase? [1]

.....

5.2 Suggest a reason why this country has a high rate of increase. [1]

.....

6.1 What is life expectancy? [2]

6.2 Suggest two reasons for the low life expectancy in DRC. [2×2=4]

6.3 Suggest two reasons for the high life expectancy in New Zealand. [2×2=4]

7.1 What does an infant mortality rate of 74 mean? [1]

7.2 Suggest two reasons for the high infant mortality rate in DRC, Cambodia and Pakistan. [2]

Total: 30 marks

Worksheet: History Term 1

Activity: Create a poster on Timbuktu

Name: _____ Class: _____

Before you start to create your poster, discuss these two questions in groups:

- 1 What do the Timbuktu manuscripts show us and are they worth preserving?
- 2 As Africans, it is important for us all to know about the successes of our African past. We need to choose certain places, people and events that help us to celebrate our African identity. Why is Timbuktu a suitable place for this?

Poster task

- Create a poster in which you promote the idea of Timbuktu as a World Heritage Site. You should think about the message you want to put across and make sure that everything you choose to include in the poster helps to put across the information you have learnt about Timbuktu.
- The design, symbols, words and images must work together to give a correct and powerful understanding of the place and its importance in Africa's history.

Make sure you put your poster together with thought and care. It should include:

- a strong central picture or image
- a quotation about West Africa or Timbuktu
- symbols or images that show your knowledge and understanding of the importance of Timbuktu

When you are planning your poster, ask yourself these questions:

- Is the content accurate and relevant? (15)
- Is the message clear and does it show good understanding? (10)
- Is the poster neatly presented? (8)
- Does it use a range of pictures, symbols and words? (5)
- Are the language and spelling accurate? (7)

Total: 45 marks

Worksheet: History Term 2

Activity: Review the transatlantic slave trade

Name: _____ Class: _____

- 1 Identify the differences between each of these pairs of terms. Relate your answer to what you have learnt about the Slave Trade this term.

1.1 A farm and a plantation (3)

1.2 A fort and an arsenal (4)

1.3 A mutiny and a rebellion (4)

1.4 The Trans-Saharan and the transatlantic slave trades (4) [15]

2. Discuss how these women helped the antislavery movement:

2.1 Harriet Tubman

2.2 Harriet Beecher Stowe

[2×3=6]

3. Work out where each of the following statements fits in the table below. Write down the number next to the statement that is missing. The first one has been filled in as an example.

Millions of slaves were brought from Africa.

The cotton gin made cotton farming more profitable.

Wars in Africa became more violent.

Britain became very wealthy.

Many people in the northern states supported the abolitionists.

Cause	Effect
European slave traders sold manufactured goods in Africa	There was less demand for handmade African goods
The British government got more money in taxes from traders and factory owners	3.1
3.2	The demand for slaves increased as more land was planted with cotton
Plantations in America needed a large workforce	3.3
3.4	They set up the Underground Railroad
European slave traders bought slaves in exchange for guns	3.5

[5]

- 4 Write a 100-word letter to an abolitionist newspaper explaining why even though slavery made America a lot of money, you think it should end. You must show your knowledge of how slave labour was used, what slavery did to people, and how it was profitable. Read the table on page 78 of the Learner's Book before you start writing, as it will be used to mark your letter.

[9]

Total: 35 marks

Handwriting practice lines consisting of 25 horizontal dashed lines.

Worksheet: History Term 3

Activity: Answer questions about slavery at the Cape

Name: _____ Class: _____

Read Sources J and K on pages 110 and 111 of the Learner's Book to answer the questions that follow.

Use Source J to answer these questions:

- 1 How does Katie feel about her owners? [2]

.....

.....

.....

- 2 Do you think Katie was treated like 'one of the family'? Use information from the source in your answer. [2]

.....

.....

.....

Use Source K to answer these questions:

- 3 Why is Reijner's surname 'Van Madagascar'? [1]

.....

.....

- 4 Why is Reijner in court? [2]

.....

.....

.....

- 5 Look back at the Tulbagh Code (Source I on page 109). Based on these rules, discuss the sort of punishment Reijner would get. [2]

.....

.....

.....

6 Who ruled the Cape at this time? Explain your answer. [2]

7.1 Do you think it was right for Reijner to be put on trial? Explain. (3)

7.2 Why was the wife of the slave-owner not put on trial? Discuss whether you think this was right. (2×2=4) [7]

8 If you were the judge, who else would you want to hear from so that you could get a fuller picture of what happened? [3]

Use both sources to answer these questions:

9 Do both sources show slavery to be cruel? Explain your view. [3]

- 10 In this assessment task, you have been given two sources on slavery at the Cape. Are two sources enough to reach a conclusion about how slaves were treated? Explain your view. [3]

- 11 What type of sources are Sources J and K? Explain your answer. [3]

Total: 30 marks

Exemplar mid-year exam

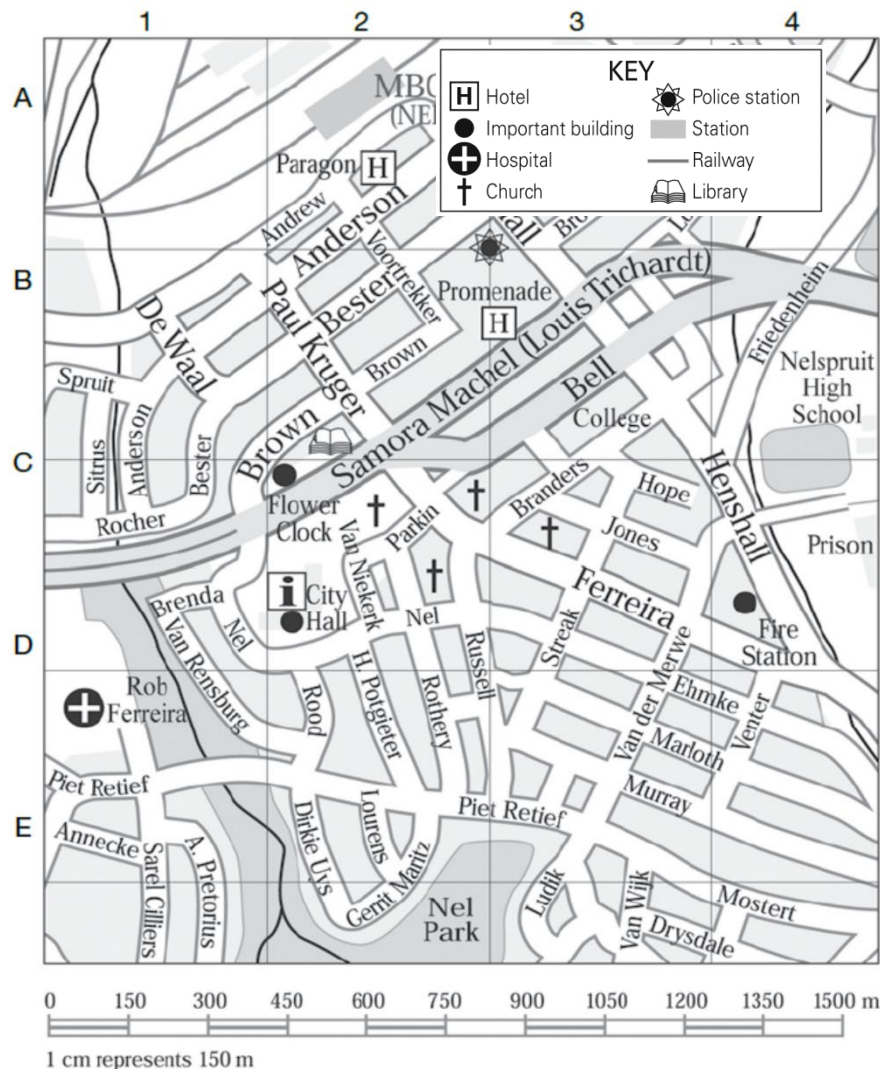
Part 1: Geography

Name: _____ **Class:** _____ **Question 1**

At the back of a street guide is the index. This gives the page number on which a particular street can be found. It also gives a letter and a number, for example B2. What does B2 represent? [1]

Question 2

Study the street map of Mbombela below and answer the following questions:



2.1 Give the names of the two streets on either side of the police station. (2)

.....

.....

2.2 Give the grid references of the police station. (2)

.....

2.3 Describe the route you would take walking from the Paragon hotel to Nel Park. Use the words left, right and straight on. (4)

.....

.....

.....

.....

.....

2.4 In roughly which compass direction does Piet Retief Street run? (1)

.....

2.5 Use the line scale to calculate the direct distance from the police station to the library. (2)

.....

.....

.....

2.6 Use the line scale and a piece of string to calculate the indirect distance from the police station to the library. (3)

.....

.....

.....

.....

[14]

Question 3

Draw the line scale if the word scale of a map is 1 cm represents 200 m. [2]

Question 4

Answer true or false for the following statements and correct those statements that are false.

- 4.1 A map that covers a large area has a small scale.
- 4.2 A map with a large scale shows a large amount of detail.
- 4.3 A world map usually has a small scale.
- 4.4 The scale 1 cm represents 50 m is smaller than a scale 1 cm represents 100 m.
- 4.5 There will be less detail on a map with a scale 1 cm represents 50 m than a scale of 1 cm represents 100 m.
- 4.6 Indirect distances are longer than direct distances.[8]

Question 5

Select the correct word from the word box to complete the sentences below.

crust	mantle	outer core	core	tectonic
-------	--------	------------	------	----------

The earth is made up of four different layers. At the centre is the 5.1, the next layer is 5.2 followed by the 5.3 and the surface layer is called the 5.4, which is made up of 5.5 plates. [5]

Question 6

Write a short paragraph explaining how Africa and South America, which were once joined together, are so far apart today. [5]

.....

.....

.....

.....

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.....

.....

.....

Question 7

Match the descriptions in Column A with the terms in Column B.

Column A	Column B
Areas of weakness in the Earth's crust	magma
They occur where plates meet and magma squeezes out	eruption
Hot magma that pours out onto the surface is called ...	lava
The term we give to a volcanic explosion	plate boundaries
The red-hot, slow-moving rock of the Earth's mantle	faults

[5]

Column A	Column B
	magma
	eruption
	lava
	plate boundaries
	faults

Question 8

What is a tsunami? Describe how tsunamis occur and what their effects are. [5]

Question 9

Discuss how unusually heavy rains can lead to flooding. [5]

Total: 50 marks

Part 2: History

Exemplar mid-year exam

Name: _____ Class: _____

Question 1

Use Sources 1A and 1B on page 168 of the Learner's Book to answer the following questions.

Refer to Source 1A.

- 1.1 Using Source 1A as well as prior knowledge, explain what goods traders of the trans-Saharan trade route brought to Mali and with what they returned. (6)

- 1.2 Refer to Source 1A. Why were camels well suited to travel the long distances across the Sahara Desert? (3)

- 1.3 Suggest a reason for the camel's nickname 'ship of the desert'. (3)

Refer to Source 1B.

1.4 Source 1B is an example of a west African proverb. What is a proverb? (2)

1.5 Provide a quotation from Source 1B to prove that Timbuktu was a centre of spiritual and intellectual learning. (2)

1.6 Now, using prior knowledge, explain why Timbuktu was viewed by many to be a centre of spiritual and intellectual learning. (4)

1.7 Is it correct to say that Islam started in Timbuktu? Provide a reason for your answer. (1 + 3 = 4)

[24]

Question 2

Use Sources 2A to 2C on page 168 of the Learner's Book to answer the following questions.

Refer to Source 2A.

- 2.1 According to the map, where were slaves from Africa transported to? (4)

- 2.2 Using prior knowledge and referring to the map, what was transported from America to Britain? (3)

- 2.3 How were Britain and Africa linked in the slave trade? (3)

Refer to Source 2B.

- 2.4 Study Source 2B carefully and write a 40-word paragraph about how you would feel if you were a slave waiting to be sold at auction. (4)

- 2.5 Source 2B shows slaves waiting to be sold in Virginia, in the American South. Why were so many slaves needed in the southern American states? (3)

2.6 How did traders in the northern states benefit from the slavery? (4)

Refer to Source 2C.

2.7 What was the aim of the abolition movement? (4)

2.8 Explain what the purpose of the poster was. (1)

[26]
Total: 50 marks

Exemplar end-of-year exam

Part 1: Geography

Name: _____ Class: _____

Question 1

Answer true or false.

- 1.1 An index is always in alphabetical order.
- 1.2 A grid reference uses a letter and a number.
- 1.3 When you describe a route on a map, you begin at the destination.
- 1.4 A small-scale map contains a large amount of detail.
- 1.5 A sketch map should include symbols, a key, a scale and landmarks.

[5]

Question 2

Does a map of a local area, such as Mpumalanga below, have a smaller or a bigger scale than a map of Africa? Explain your answer.

[2]



Map of Mpumalanga



Map of Africa

Question 3

Explain how to accurately measure the direct distance between two places (x and y) on a map. [3]

Question 4

Give the correct name for the large pieces of solid rock that make up the Earth's crust. [1]

Question 5

Describe how and why tectonic plates move. [2]

Question 6

Give two examples of plate boundaries where there are volcanoes and explain why volcanoes occur there. [3]

Question 7

State why some communities living in earthquake areas are at higher risk than others and justify your statement. [4]

Question 8

Study the table on population below and answer the questions that follow.

Country	Birth rate (per 1 000)	Death rate (per 1 000)	Life expectancy (in years)	Infant mortality rate (per 1 000 births)
Zambia	47	24	46	81
Thailand	24	10	64	69
New Zealand	14	8	80	6
Russia	7	10	70	12
Greece	11	7	79	5

8.1 Calculate the rate of natural population increase in Thailand. (2)

.....

8.2 What is happening to the population in Russia? (1)

.....

8.3 What does life expectancy mean? (1)

.....

.....

8.4 What does infant mortality mean? (1)

.....

8.5 Suggest two reasons for the low infant mortality rates in Greece and New Zealand. (2)

.....

.....

.....

.....

.....

8.6 Suggest two reasons for the high infant mortality rate in Zambia. (2)

.....

.....

.....

.....

Question 9

What was the aim of China's one-child policy? Describe how China's government encouraged couples to have only one child. [3]

Question 10

Write a paragraph on how HIV and Aids affect people's health and how it is impacting on South Africa's population. [3]

Question 11

Describe the four main ways in which natural resources can be valuable to us. [4]

Question 12

Choose the correct word from the following word box to complete the sentences below.

Zulu	transfrontier	snake	San
eco	turtles	national	conservation

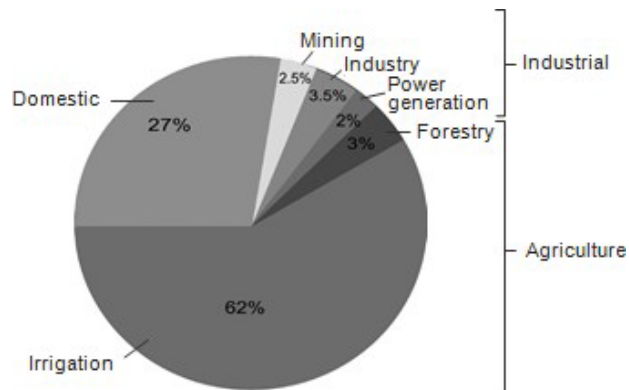
12.1 areas are areas on land and also in the sea where the natural environment is protected.

12.2 parks stretch across the borders of different countries.

- 12.3 There are three types of rhino and three types of that are threatened in the iSimangaliso Wetland Park.
- 12.4 Since 1999, the people have been allowed to hunt in part of the Kalahari National Gemsbok Park.
- 12.5 tourists are careful not to harm the environment. [5]

Question 13

Which one of the main uses of water is the biggest? (Refer to the pie graph below.)



[1]

Question 14

Describe three ways in which people impact on catchment areas affecting the water supply. [3]

.....

.....

.....

.....

.....

Total: 48 marks

Note: This exemplar covers work from Term 1 to Term 4

Part 2: History

Exemplar end-of-year exam

Name: _____ Class: _____ Question

1

Refer to Source 1A on page 172 of the Learner's Book.

1.1 What do you understand the term 'heritage' to mean? (2)

.....

.....

.....

1.2 When was the Great Mosque at Djenné standing today, built? (1)

.....

1.3 According to the source, why has the Djenné mosque been declared a World Heritage Site? (4)

.....

.....

.....

.....

.....

[7]

Question 2

Refer to Source 2A on page 172 of the Learner's Book.

2.1 Using the source and prior knowledge, explain the conditions on the slave ships. (5)

.....

.....

.....

.....

2.2 What would have happened to the slaves once the slave ships arrived in America? (2)

.....

.....

.....

[7]

Question 3

Refer to Source 3A on page 172 of the Learner's Book.

3.1 How would you describe the meeting between the Dutch and the Khoi? (2)

3.2 Using prior knowledge, write a 40-word paragraph to explain why Van Riebeeck was sent to the Cape. (4)

3.3 Study the visual source carefully. How do you think the Khoi feel about Van Riebeeck's arrival? (2)

Refer to Source 3B on page 172 of the Learner's Book.

3.4 Katie Jacobs spoke about her mother and some more cattle being sent to a farmer in Frenchhoek [Franschhoek].

3.4.1 Which group of settlers settled in Franschhoek? (1)

3.4.2 Why were they fleeing their own country? (2)

3.5.1 Provide a quotation from the text to prove that Katie missed her mother. (2)

3.5.2 Why would her master not allow her to visit her mother? (2)

3.6.1 Within those four years slaves still had to work for their owners as 'apprentices'. What is an apprentice? (1)

3.6.2 Why was this period of apprenticeship created? (2)

3.7 Explain why Source 3B is a primary source. (2)

[20]

Question 4

Refer to Source 4A on page 172 of the Learner's Book.

4.1 Provide a quotation to prove that Chief Maqoma tried to co-operate with the British. (2)

4.2 Chief Maqoma launched a guerrilla war that frustrated the most skilled British officers.

4.2.1 What is a guerrilla? (2)

4.2.2 Suggest a reason to explain why skilled British officers were frustrated. (2)

.....

4. 3 How are historians able to obtain information about Chief Maqoma and his tactics? (3)

.....
.....
.....
.....

4. 4 According to the source, why would Maqoma view the British as a threat? (2)

.....
.....
.....

Refer to Source 4B on page 172 of the Learner's Book.

4.5 Study Source 4B carefully. Provide three pieces of evidence to prove that the Xhosa traded and/or were influenced by the British. (3)

.....
.....
.....
.....
.....

4.6 Source 4B is a British artist's impression of the Xhosa frontier wars against the British but there are no British soldiers in the source. Why do you think this is the case? (2)

.....
.....
.....
.....


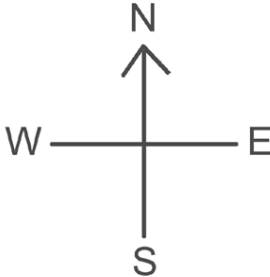
[16]

Total: 50 marks

Note: This exemplar covers work from Term 1 to Term 4

Additional activities

Geography: Describe a route using a street map

<p>Title: _____</p>	<p>Name: _____</p> <p>Grade: _____</p>
<div style="border: 2px solid black; width: 80%; margin: 0 auto; height: 300px; display: flex; align-items: center; justify-content: center;"> <p style="font-size: 24px; margin: 0;">Map</p> </div>	
<p>Scale: 1 cm represents _ _ _ _</p>	
	
<p>Key</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"> <p>—</p><p>—</p><p>—</p><p>—</p><p>—</p><p>—</p> </div> <div style="text-align: center;"> <p>—</p><p>—</p><p>—</p><p>—</p><p>—</p><p>—</p> </div> </div>	

Additional activities

History: The city of Timbuktu

Find the following terms in the word puzzle below:

archaeologists	barter	camel	caravans	eyewitness
gold	ivory	Leo Africanus	Mali	market
oral tradition	pottery	Sahara Desert	salt	Timbuktu

A	G	L	R	O	S	A	L	T	A	G	H	T	E	M
H	P	C	B	N	G	U	T	K	U	B	M	I	T	O
P	B	D	S	Y	T	U	E	K	I	E	Q	G	R	J
R	A	I	G	L	K	A	O	S	R	B	N	V	E	H
A	R	C	A	H	E	O	L	O	G	I	S	T	S	C
T	T	Y	S	R	K	M	L	Y	O	R	N	S	E	K
K	E	L	H	M	L	Y	A	E	T	R	A	D	D	U
P	R	E	N	B	W	P	H	C	D	S	V	Y	A	X
O	J	O	Q	D	J	A	E	U	M	B	A	A	R	N
E	H	A	T	C	E	P	F	C	A	M	R	S	A	O
N	G	F	V	M	H	Z	N	K	I	C	A	N	H	I
H	A	R	G	R	A	E	V	A	G	A	C	V	A	T
B	M	I	S	U	I	R	C	T	O	S	W	Y	S	I
B	R	C	Y	F	E	R	K	D	G	O	L	D	C	D
E	F	A	A	T	E	M	I	E	O	C	L	R	J	A
P	L	N	W	L	J	A	S	J	T	O	P	A	V	R
D	S	U	M	A	M	L	A	E	Y	A	H	F	T	T
J	S	S	E	N	T	U	W	E	Y	E	L	F	E	L
I	Z	K	A	U	O	Y	G	K	P	Z	J	I	R	A
D	P	H	E	F	S	N	I	B	Y	R	O	V	I	R
P	O	T	T	E	R	Y	S	B	D	M	X	M	D	O

Additional activities

Geography: Population growth and change

Guidelines

- Spend some time discussing how to refer to the map and the key on page 84 of the Learner's Book.
- Discuss the prevalence of low life expectancy in Africa and high life expectancy in areas like Europe and North America.
- Use an atlas to identify specific countries.

Answer the following questions by using the map on page 84 of the Learner's Book:

1 What are the life expectancies of the following countries?

1.1 Brazil

1.2 Madagascar

1.3 New Zealand

2 Name any two countries that have a life expectancy of under the age of 50.

.....
.....

3 Name any two countries that have a life expectancy of between 50 and 59.

.....
.....

4 Name any two countries that have a life expectancy of between 60 and 69.

.....
.....

Additional activities

History: The arrival of the Dutch

Complete the worksheet by filling in the correct words. Choose words from this list:

refreshment	difficulty	April	east
fort	vegetable	three	barter
cattle	Dutch	settlement	

Ships sailing to and from the Spice Islands in the
made a habit of calling in at the Cape to with
the Khoi tribes for fresh food.

In 1652, Jan van Riebeeck and ninety employees of
the Dutch East India Company arrived to start a
station.

They arrived in ships, well equipped with
seeds and with tools for agriculture and building. Their purpose was to build a
....., to get from
the Khoi and to start a garden to
provide passing ships with the required
provisions.

During the 10 years which van Riebeeck spent in the
he fulfilled his aims, even if it was with great at
times.

Additional activities

History: Get history learners talking in the 21st century

Guidelines

- Divide the class into groups.
- Give each group at least three different sheets of paper to reflect different people's perspectives.
- At the top of the sheet write a status comment, for example:
 - 1 Hannah Keaton: Really glad we moved to the Cape Colony. Trade is booming.
 - 2 Piet Kruger: These British officials make me ANGRY!
 - 3 Jakot Msimbiti: Check in with Dingane in the Zulu kingdom.
- Have one person in the group be the particular character.
- Have the rest of the group comment and respond on the sheet of paper.
- No talking is allowed during this activity: only written commentary or questions and answers on the sheet, for example:

Piet Kruger: These British officials make me ANGRY!

Jordan Connor: Hmmm? What's up? Why are you angry?

Paige Flowers: Haven't you heard? The British are freeing the slaves.

Kaykay Davids: Really? First they stop the slave trade and now this!

Piet Kruger: So tired of the British. I'm taking my family and moving. But where to?

Rubric for assessing extended writing

Name: _____ Class: _____

Rubric for extended writing	Level 1 (0–1 marks)	Level 2 (2 marks)	Level 3 (3 marks)	Level 4 (4 marks)
Content	Is mainly inaccurate, and/or incomplete.	Is inaccurate too often; and/or included too much irrelevant information; and/or is incomplete.	Is mostly accurate, fairly thorough and relevant; some understanding of the material is evident.	Is accurate, thorough and knowledgeable; shows good selection of relevant material.
Analysis	Is not clear what the larger issues are; gives no analytical commentary.	Shows some awareness of larger issues, but does not explain them; writing is largely descriptive or narrative.	Explains the larger issues well; includes own perspectives; shows understanding; gives some analytical commentary.	Explains issues clearly; shows a balanced understanding as well as perceptive awareness; makes insightful observations.
Structure and expression	Has no clear introduction or conclusion; has not structured writing in paragraphs or clear sentences; writing is jumbled and confused.	Has some paragraphing, but writing does not develop logically or coherently; has incorrect sentence structure at times.	Has introduction and conclusion; has structured writing in paragraphs and develops a coherent answer; has generally accurate sentence structure and uses words accurately.	Has an introduction and conclusion; has structured writing in paragraphs and develops a logical and carefully developed answer; has used vocabulary and expression effectively; accurate sentence structure.
Language	Poor language with many linguistic and spelling errors.	Careless language and spelling errors.	Language mainly correct and appropriate.	Correct and appropriate language used throughout.
Referencing	Has plagiarised; and/or has not acknowledged any sources or references.	Has some plagiarism; and/or has not acknowledged sources sufficiently.	Has acknowledged sources accurately, but they are limited.	Has quoted and acknowledged all sources; full references are given throughout.
Total: 20 marks				

Total mark × 2 = 40

Rubric for creative response (oral)

Name: _____ Class: _____

Creative response rubric (oral)	Level 1 (0–1 marks)	Level 2 (2 marks)	Level 3 (3 marks)	Level 4 (4 marks)
Content	Is mainly inaccurate, and/or incomplete.	Is inaccurate too often; and/or included too much irrelevant information; and/or is insubstantial.	Is mostly accurate and relevant; some understanding of the material is evident; enough information is included.	Is accurate, thorough and knowledgeable; shows good selection of relevant material.
Insight and understanding	Is lacking in insight and shows little understanding.	Shows some understanding, but little insight.	Shows awareness of issues surrounding the content, but does not make insightful comments about them.	Is perceptive and profound; shows awareness of themes and issues surrounding the content.
Structure	Is jumbled, confused, with no logical coherence.	Has some ordering of information, but overall effect remains disjointed.	Has a clear beginning and ending; content is ordered and progresses logically.	Has a clear beginning and ending; is carefully structured for maximum effect; makes logical connections.
Presentation	Has given no thought to how to present information effectively; uses too few sources; poor voice usage; negative body language; unconvincing.	Has tried to speak clearly, but oral is boring and uncreative; little variety in presentation; and/or reads from a page only.	Has spoken effectively and convincingly; oral is engaging if rather ordinary; some variety in pace and style.	Has engaged with the audience effectively with good voice control and eye contact; varied pace and style.
Creativity	Has made no attempt to make meaningful and interesting; boring.	Has made little attempt or given little thought to making information interesting.	Has attempted to make presentation creative and interesting; some use of props.	Is creative and imaginative with appropriate atmosphere and effective use of props.
Total: 20 marks				

Total mark × 2 = 40

Rubric for creative response (visual)

Name: _____ Class: _____

Creative response rubric (visual)	Level 1 (0–1 marks)	Level 2 (2 marks)	Level 3 (3 marks)	Level 4 (4 marks)
Content	Is mainly inaccurate, and/or incomplete.	Is inaccurate too often; and/or included too much irrelevant information.	Is mostly accurate and relevant; some understanding of the material is evident.	Is accurate and knowledgeable; shows good selection of relevant material.
Focus/ message	Is not clear what the larger message/theme is.	Is hard to see what the message/theme is.	Puts across a message, but this is not consistent throughout.	Puts across a clear message, has sorted essential from non-essential information.
Presentation	Is a poor and/or sloppy presentation; no care has been taken.	Has put the product together with little care.	Has put the product together neatly and carefully.	Has put the product together with care and attention to detail.
Creativity and visual design	Has given no thought to visual layout; no original thought or creativity shown.	Has included some symbols or pictures and words, but they are not well placed; has little original thought and little creativity.	Has chosen appropriate pictures, symbols and words; shows some original thought and attempts to present the work creatively.	Has used layout and design creatively to reinforce the message; uses pictures, symbols and words perceptively; creative and original in approach.
Language	Poor language with many linguistic and spelling errors.	Careless language and spelling errors.	Language mainly correct and appropriate.	Correct and appropriate language used throughout.
Total: 20 marks				

Total mark × 2 = 40

How to develop rubric and checklist assessment tools

Rubrics

A rubric is a tool teachers use to assess a learner's performance on a specific task. It is presented in the form of a grid that clearly outlines the criteria used for assessment as well as different levels of performance per criterion.

Benefits of using a rubric

- A rubric helps learners to understand objectives. Developing rubrics with your learners will help them to understand the purpose and content and help them to prepare for the assessment.
- A rubric has a clear and standardised approach to assessment, which ensures that learners are assessed consistently and fairly.
- A rubric allows teachers to provide specific feedback to learners, highlighting areas of strength and areas for improvement.
- A rubric helps learners get a clear idea on how to improve their performance after assessment.
- A rubric allows learners to self-improve. Encourage learners to use the rubric before they hand in their work.
- A rubric is easy to use and can be easily adapted to meet changing needs.

Steps to creating a rubric

Step 1: Clearly define the purpose of the assessment. Use the assessment guidelines in the curriculum documents to determine what task/assignment the learners are required to complete.

Step 2: Define the criteria.

Use the objectives in the curriculum documents to consider what skills, knowledge or behaviours the assessment will evaluate.

Make sure that:

- criteria can be observed and measured
- criteria are important to the task at hand
- each criteria assesses a single aspect of the task.

Each criteria contains levels of performance. When creating these, consider:

- what will constitute outstanding achievement
- how will you define moderate or adequate achievement
- how would you define work that falls below expectations.

Ask yourself: Are there key criteria points that should carry a greater weight than others?

Step 3: Design a rating scale that clearly defines the levels of performance.

Check your mark allocation to ensure that your rubric falls in line with curriculum expectations.

Make sure you use language and terminology that the learner is familiar with so that they have a clear understanding of what is required of them. Provide a scale of achievement that can assess the learners'

overall competency in completing the task. For example, you can provide an overall mark according to the seven-point rating code or scale of achievement:

Rating code	Description of Competence	Percentage
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

Step 4: Write descriptions of expected performance at each level of the rating scale.

Describe observable and measurable behaviour and use parallel language across the scale. Indicate the degree to which the standards are met. Ensure that learners understand the expectations before and during the assessment.

Step 5: Create the rubric.

For ease of use, keep it to one page. Ask your colleagues for feedback and consider testing it before you use it for assessment. After you use the rubric, consider how effective it was and make any necessary revisions

Exemplar:

Character Sketch of Historical Figure						
	1 mark	1 mark	1 mark	1 mark	1 mark	Total for Criteria 5 marks
Factual information	Full name	Birth date	Death date if applicable	Country/city of origin	“Claim to fame”	
Structure of paragraph	Sticks to the topic	Provides physical description	Provides personality description	Provides interesting fact	Explains why that person was chosen	
Punctuation and Vocabulary	Displays correct punctuation	Uses a variety of adjectives	Uses a variety of traits	Displays a good range of vocabulary	Minimal spelling errors	
Pictures			Has included three or more relevant pictures	Has included one or two relevant pictures	Pictures are included but they are decorative	
Presentation				Work is neatly presented and an accurate reflection of learners ability	Work is neat but needed some refinement	
Total						<u> </u> / 20

Checklists

A checklist is a simple assessment tool that provides a list of items or criteria to be checked off. It differs from a rubric in that it provides learners with the criteria of the requirements of an assignment rather than a means of assessing acquired knowledge. A checklist can be used solely by you as a teacher, or you can give your learners a checklist that they can refer to in order to make sure that they have included the required components for a task.

Checklists usually consist of a number of statements that refer to specific criteria and where the answer will be, for example, “Yes” or “No”, or “Achieved”, “Not yet” or “Almost”.

Benefits of using a checklist

- A checklist ensures that all relevant criteria are assessed and evaluated.
- A checklist helps to ensure consistent assessment of specified criteria.
- A checklist can be used by learners as a self-assessment tool.
- A checklist identifies learning needs in a clear and simple way.
- A checklist is easy to create and use and provides an uncomplicated guide for assessment.

Steps to create a checklist

Step 1: Define the purpose and what you want to assess.

This could be specific skills or a general assessment.

Step 2: Identify the criteria.

What specific elements or content will be assessed?

Step 3: Create your checklist.

Check that it contains everything you want to assess.

Exemplar:

This checklist serves to assess an oral comparing hunters and gatherers

Hunters and Gatherers Checklist			
	Yes 2	Partially 1	No 0
Learner has discussed how they get food			
Learner has discussed how big the groups were			
Learner has discussed what kind of shelters they used			
Learner has mentioned what their tools and weapons were			
Learner has discussed the ruling systems amongst each group			
Total	____ / 10		

Intervention strategies

Baseline assessment and intervention strategies

Some learners may experience academic backlogs for various reasons, including the impact on learning due to the COVID-19 pandemic, underlying learning barriers or special education needs such as visual or hearing impairments or intellectual barriers. Baseline assessment will help you identify learners that may be experiencing these barriers.

Analysing baseline assessment questions will provide insight into learners' current knowledge and skills regarding certain topics, as well as their preparedness for the work ahead. The results of baseline assessments can help to identify the areas where learners require support and/or intervention.

Learners may require support and/or intervention for the following reasons:

- barriers to learning
- class size
- reading comprehension (the ability to understand what they have read).

Barriers to learning

Some learners may face barriers to learning. It is important to accommodate learners with barriers to learning to ensure that our classrooms remain inclusive. These learners may require and should be granted more time for completing tasks, acquiring thinking skills (own strategies), and completing assessment activities. Adapt the number of activities to be completed without interfering with learners gaining the required skills. Learners experiencing barriers to learning can also be paired with others who may be able to support them.

Class size

- Peer tutoring can be an effective intervention method when class size is problematic.
- Quieter learners often struggle in a large class, as they tend not to ask questions. Organising learners into groups or pairs can help to create a more inclusive and enabling learning environment.
- Ensure that groups are made up of learners with varying ability, so that learners who may be struggling are supported by their peers.
- Peer assessment can also be used successfully during informal assessment and allows you to gauge learners' understanding in a less intimidating manner than a formal test or assignment.
- The following strategies can be used in a large class:
 - *Thumbs up/thumbs down*: Check understanding by a show of thumbs. Thumbs up indicate that learners have understood; thumbs down show that they have not understood; thumbs sideways could show that they are not sure.
 - *Response boards*: These are small chalkboards or whiteboards where learners record their response to a question. When you say "Show your answers" they all hold up the board. This way you can quickly see who is struggling.
 - *Show fingers 1-2-3*: Ask learners to show fingers to indicate if they understand activity instructions before working in a group. 1 = I do not understand; 2 = I sort of understand but I need some help; 3 = I understand completely.

Reading comprehension

- Support learners by giving them pre-reading questions and post-reading strategies to organise what they have learnt. Pre-reading questions could include asking the learners what they already know about the topic. Teach learners to summarise the content into bullet points and make use of mind maps. This requires the learners to rewrite the content in their own words.
- Write difficult terminology on the board and give simple explanations.
- Diagrams can be very useful to explain concepts in a way that learners can visualise the situation.

General teaching intervention strategies

Teach from the learner's point of view

- Put yourself in the learner's position: If you were the learner, what would you like the teacher to explain or show you that you could not learn previously?
- Remember that learners might still have emotional issues related to the COVID-19 pandemic, which you may need to address.

Reteach topic(s) for which learners achieved low scores (closing the gap)

- Focus on concepts, and not only on factual content. Then use illustrations to support learners' understanding and avoid superficial rote learning. The more "real-life" examples used, the easier it will be for the learners to conceptualise the topic.
- Make the structure of your lessons and teaching materials clear: State specific, achievable goals, provide graphic organisers to link parts of the lesson and give frequent summaries of sections of the lesson. A graphic organiser can be any visual representation of content that gives an immediate overview of main points.
- Refer frequently to your progress in terms of the lesson structure. This will help learners to develop an overall and cohesive (holistic) grasp of the content.
- Skills, knowledge and concepts run like threads through the previous grades. Explain these threads to learners, as you begin teaching a new topic or module – it will help learners to link the new content to what they already know.

Metacognition

Metacognition is the ability to understand our own thought processes. It is essential that metacognition takes place during lessons.

Learners retain information best when they can visualise situations. Visual aids, such as flash cards and mind maps, and practical work can aid with developing metacognition, or getting learners to think about and understand their own thought processes. After completing practical tasks, give learners sentence starters to complete. For example: I learnt . . . ; I wonder . . . ; I still want to know . . . ; I still don't understand . . . ; I still have a question about

Retaining information

- Flash cards and mind maps can be useful tools to help learners memorise facts.
- Encourage learners to break down content into more manageable sections. They can then create a mind map for each sub-topic. Tables can also help learners summarise content into more manageable sections.

- A mnemonic is a word, sentence or poem that helps you remember something. Mnemonics help learners to memorise content. Use the first letter of each word to create a sentence that the learners can memorise easily. For example, a mnemonic such as “**Eat An Apple As A Nice Snack**” can help learners to memorise the names of the continents: **E**urope, **A**sia, **A**frica, **A**ustralia, **A**ntarctica, **N**orth America, **S**outh America.

Develop presentation skills

Many learners find it challenging to speak in front of the class, but this improves with practice. Encourage learners to answer questions in class and take part in class discussions by using one or more of the following strategies:

- *Use the think-pair-share method:* Posing a question and giving learners a short time to think about it, followed by discussion with a partner and then sharing with others. Learners who are shy will find it easier to share ideas with a partner first.
- *Tell-check-say:* A learner tells the answer to a friend, together they check if the answer is correct by referring to the textbook, and then the first learner says the answer out loud to the class or writes it down.
- *Target basic and then more advanced questions to specific learners based on their readiness to answer them:* A good strategy is to first ask the question to the whole class. This ensures that everyone thinks about it. Then, ask a specific learner the question.
- *Keywords on cards:* These can be used to help the learner remember their presentation. Eye contact is essential, so emphasise to learners that they should not read their presentation.

Interventions for learners with special education needs

- Special educational needs may include visual or hearing impairments or intellectual barriers. Do not form an opinion about a learner too early. This could lead to an inaccurate assessment of a learner’s barrier, or an inaccurate assessment of the existence of a barrier (when in fact there may not be one). If the barrier is obvious after the first term and becomes a serious obstacle to the learner, seek professional help from the district office.

Immediate steps could include: observing the learner inside and outside of the classroom, contacting the learner’s previous teachers and consulting with them.

Notes

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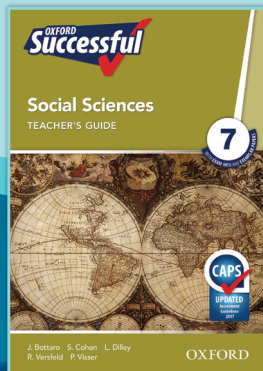
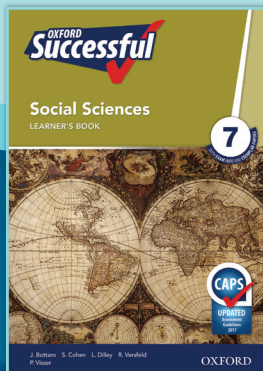
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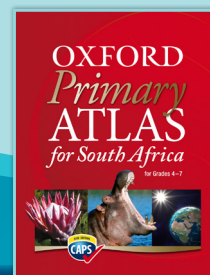
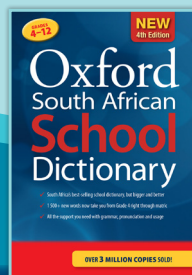
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