



PLANNER & TRACKER

Social Sciences Grade 9

- *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 9 Learner's Book*. The answers to the worksheets can be found in the *Oxford Successful Social Sciences Grade 9 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 45	History Term 1	TG page 59
Geography Term 2	TG page 83	History Term 2	TG page 99
Geography Term 3	TG page 112	History Term 3	TG page 134

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

Geography: Use an Orthophoto map to find information	TG page 38
History: Reflect on the Holocaust	TG page 69
History: Research and discuss the atomic bomb	TG page 94
History: The end of apartheid	TG page 173

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 9 Teacher's Guide*. Part 1 of the examination covers Geography and Part 2 covers the History content.

Examination worksheets

Mid-year exam	TG page 176
End-of-year exam	TG page 180

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

Mid-year exam	TG page 186
End-of-year exam	TG page 195

TERM 1**Progress tracker for Oxford Successful Social Sciences Grade 9
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"> Introduction to the topic 			1,5 hours		
2	1:50 000 topographic maps Read maps and identify <ul style="list-style-type: none"> Natural features on topographic maps Constructed features on topographic 		Module 1 Unit 3 LB: pp. 17	1,5 hours		
3	Contour lines <ul style="list-style-type: none"> Height clues on topographic maps Concept of contour lines (models and landscape maps with landscape features) Steep and gentle slopes (description of gradient) River valleys and spurs 		Module 1 Unit 1 LB: pp. 10 – 13 Module 1 Unit 3 LB: pp 18	1,5 hours		
4-7	1: 50 000 topographic maps <ul style="list-style-type: none"> Contour patterns showing river valleys, hills mountains, ridges and spurs Scale and measuring distance on topographic maps Using line and ratio scales Co-ordinates to locate features 		Module 1 Unit 3 LB: pp. 18-20	6 hours		

8–9	<p>1:10 000 orthophoto maps</p> <ul style="list-style-type: none"> • Vertical aerial photographs (review Grade 8) • Orthophoto images made from aerial photographs • Contour lines on orthophoto maps: identifying features 	<p>Additional activity</p> <p>Use an orthophoto map to find information</p> <p>TRB: pp49</p>	Module 1 Unit 2 LB: pp. 14-16	3 hours		
10–11	<p>Revision and assessment</p>		Revision assessment LB: pp. 29-30	3 hours		

TERM 2**Progress tracker for Oxford Successful Social Sciences Grade 9
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
1-3	Development <ul style="list-style-type: none"> • Meaning of development • Ways of measuring development • The Human Development index • Differences in development around the world 		Module 3 Unit 1 LB: pp. 56-62	4,5 hours		
4-6	Factors affecting development <ul style="list-style-type: none"> • Reasons for differences in development • Alternative development, particularly alternatives to industrialisation 		Module 3 Unit 3 LB: pp. 63-69 Module 3 Unit 3 LB: pp. 71	4,5 hours		
7-9	Opportunities for development <ul style="list-style-type: none"> • Sustainable development, including economic, social and environmental factors • Alternative development, particularly alternatives to industrialisation 	Geography Activity Interpret Sustainable development TRB: pp. 19	Module 3 Unit 3 LB: pp. 73	3 hours		
9-11	Revision and Assessment	Mid Year Exemplar Exam TRB: pp. 28	LB: pp. 76	3 hours		

TERM 3**Progress tracker for Oxford Successful Social Sciences Grade 9
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
1–3	<p>Introduction to the topic weathering</p> <ul style="list-style-type: none"> Physical weathering Chemical weathering Biological weathering Impact of human activities on weathering Differences between weathering, erosion and deposition 		<p>Module 5 Unit 1 LB: pp. 100-104</p> <p>Module 5 Unit 2 LB: pp 105</p>	4,5 hours		
4–6	<p>Erosion and deposition</p> <p>Rivers: features of erosion and deposition along a river course</p> <ul style="list-style-type: none"> Waterfalls and rapids Gorges and canyons Meanders Oxbow lakes Levees and deltas 	<p>Geography activity: Answer questions about erosion by the sea TRB: ppg 21</p>	Module 5 Unit 2 LB: pp. 105	4,5 hours		
7–8	<p>The impact of people on soil erosion</p> <ul style="list-style-type: none"> Human contributions to erosion through agriculture, construction and mining Agriculture as a contributor to erosion 		Module 5 Unit 3 LB: pp. 116-118	3 hours		
9–11	Revision and Assessment		LB: pp. 120	3 hours		

TERM 4**Progress tracker for Oxford Successful Social Sciences Grade 9
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	Resource us <ul style="list-style-type: none"> • Use of natural resources • Effects of unwise use of resources: over-fishing in the oceans 		Module 7 Unit 1 LB: pp. 146-147	3 hours		
3–4	Sustainable use of resources <ul style="list-style-type: none"> • Ways in which resources may be used sustainably: sustainable fishing • Role of individuals in choosing more sustainable resource use 		Module 7 Unit 2 LB: pp. 153-160	3 hours		
5–6	Food resources <ul style="list-style-type: none"> • Concept of food security • Role of science and technology in food production • Factory farming: raising livestock at high density • Genetic modification of crops • Appropriate technologies and farming techniques 		Module 7 Unit 3 LB: pp. 161-165	3 hours		
7–10	Revision and Assessment	End of Year Exemplar exam TRB pp: 38	LB: pp. 166	4 hours		

TERM 1

Progress tracker for Oxford Successful Social Sciences Grade 9 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	<p>Orientation of learners for Grade 9</p> <ul style="list-style-type: none"> Briefly review World War I 			1,5 hours		
2-5	<p>The rise of Nazi Germany</p> <ul style="list-style-type: none"> The end of World war I Hitler and the Nazis in the 1920's The Great Depression of 1929 and the effects on Germany Reasons for the public support for the Nazi Party The Enabling Act (1933) and dictatorship The Nuremberg Laws and the loss of basic rights of Jewish people (1935) Persecution in Nazi Germany Nazi Germany as an example of a fascist state 		Module 2 Unit 1 LB: pp. 32-40	6 hours		
6-8	<p>World War II: Europe</p> <ul style="list-style-type: none"> Nazi's aggressive foreign policy for lebensraum Outbreak of World War II: Axis vs. Allies Extermination camps, genocide, the Holocaust and the 'Final Solution' 		Module 2 Unit 2 LB: pp. 41-48	4,5 hours		

	<ul style="list-style-type: none"> • Examples of resistance to Nazism in Germany • Warsaw Ghetto uprising • The end of World War II in Europe 					
9	<p>World war II in the Pacific</p> <ul style="list-style-type: none"> • American in the war against Japan 		Module 2 Unit 3 LB: pp. 49-52	1,5 hours		
10–11	Revision and Assessment		LB: pp. 53	3 hours		

TERM 2**Progress tracker for Oxford Successful Social Sciences Grade 9
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	<p>Increasing tension between the Allies after the end of World War II in Europe</p> <ul style="list-style-type: none"> USSR vs USA and the West 	<p>History Activity Analyse causes of WW II TRB: pp. 22</p>	<p>Module 4 Unit 1 LB: pp. 77</p>	<p>1,5 hours</p>		
2-3	<p>End of World War II in the Pacific</p> <ul style="list-style-type: none"> Atomic bombs and the beginning of the Nuclear Age When, where, why and how did World War II come to an end? Why did the USA drop the bombs Was the decision to use the bomb justified? 	<p>Additional Activity Research and discuss the atomic bomb TRB: pp. 51</p>	<p>Module 4 Unit 2 LB: pp. 81-84</p>	<p>2 hours</p>		
4	<p>Definition of the superpowers and the Cold War</p>		<p>Module 4 Unit 3 LB: pp. 85-93</p>	<p>1,5 hours</p>		

6-7	<p>Areas of conflict and competition between the superpowers in the Cold War</p> <ul style="list-style-type: none"> • Brief definition and explanation of the 'space race' • The division of Germany in 1946 and the building of the Berlin Wall 		Module 4 Unit 4 LB: pp. 88-93	3 hours		
8	<p>The end of the Cold War 1989</p> <ul style="list-style-type: none"> • The fall of the Berlin Wall (1989) • The fall of the Soviet Union (1991) 		Module 4 Unit 5 LB: pp 94-96	1,5 hours		
9-10	Revision and Assessment		LB: pp. 98	3 hours		

TERM 3**Progress tracker for Oxford Successful Social Sciences Grade 9
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 <ul style="list-style-type: none"> Guidelines and criteria for oral history and research project 	History Project TRB: pp. 26	Module 6 Unit 1 LB: pp. 121	1,5 hours		
2	The Universal Declaration of Human Rights after World War II <ul style="list-style-type: none"> Brief definition and explanation of racism 		Module 6 Unit 2 LB: pp. 124-125	1,5 hours		
3	1948: The National Party and apartheid <ul style="list-style-type: none"> The main apartheid laws Case Study: Group Areas act Sophiatown forced removal 		Module 6 Unit 3 LB: pp. 126-132	1,5 hours		
4-9	Oral history and research project <ul style="list-style-type: none"> How apartheid affected people's lives and how people responded 1950's repression and non-violent resistance to apartheid The SACP banned ANC programme of action The Defiance Campaign (including the influence of Mahatma Gandhi) The Freedom Charter and Treason Trial 		Module 6 Unit 4 LB: pp. 133-138 Module 6 Unit 4 LB: pp. 139-142	6 hours		

	<ul style="list-style-type: none"> ● The Women's March ● Brief biographies: Helen Joseph OR Lilian Ngoyi and their roles in resistance to apartheid ● 1960's Formation of the PAC in 1959 ● Sharpeville Massacre and Langa March: causes, leaders, events and consequences 					
9–10	Revision and Assessment		LB: pp. 144	3 hours		

TERM 4**Progress tracker for Oxford Successful Social Sciences Grade 9
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
1-4	1976 Soweto uprising <ul style="list-style-type: none"> • The causes • The leaders • Events of 16 June • The uprising spreads throughout the country • The consequences of the Soweto uprising 		Module 8 Unit 2 LB: pp. 175-182	6 hours		
5-6	1990: Release of Nelson Mandela and the unbanning of the liberation movement <ul style="list-style-type: none"> • Events leading to the 1994 election • Internal resistance and repression; external pressure on the apartheid regime during 1980's • Unbanning of political movements in 1990 • Release of Mandela and other political prisoners • Negotiations and violence • Democratic elections 	Additional Activity End of Apartheid TRB: pp. 52	Module 8 Unit 3 LB: pp. 183-189	3 hours		
7-10	Revision and Assessment	End of Year exemplar exam TRB: pp. 43	LB pp. 191-192; TG p. 175	6 hours		

Worksheet: Geography Term 1

Activity: Investigate the Ladysmith area

Name: _____ Class: _____

Study the topographic map on page 25 of the Learner's Book and the orthophoto map of Ladysmith on page 24 of the Learner's Book.

- 1 Give the co-ordinates of the area on the map that is the same as the area on the orthophoto map.
..... [2]
.....
- 2 Name two features that are visible on the orthophoto map, but not on the topographic map.
..... [2]
- 3 Name two features that are visible on the topographic map, but not on the orthophoto map.
..... [2]
- 4 On the topographic map, identify the buildings at:
 - 4.1 I4
..... (1)
 - 4.2 H5
..... (1)
- 5 Identify the following constructed features on the topographic map.
 - 5.1 H7
..... (1)
 - 5.2 I6
..... (1)

- 6 Use both sources to find out what amenities the people living in Ladysmith have. Complete the table below to record your answers.

Amenity	Yes/No	Examples of grid references from map
6.1 Piped water from water storage such as a dam or a reservoir		
6.2 Piped sewerage		
6.3 Electricity		
6.4 Schools		
6.5 College or university		
6.6 Railway		
6.7 Hospital or clinic		
6.8 Churches		
6.9 Police station		
6.10 Recreation facilities, e.g. soccer field, park, golf course, caravan park		

[10]

- 7 Find the highest trig beacon on the map. Give its co-ordinates as well as its height above sea level.

.....

.....

[2]

8 Describe the settlement pattern of Ladysmith.

[5]

9 Calculate the size of Ladysmith. (Hint: measure the length and breadth of the town in cm and convert to km.)

[4]

10 Look at the contour patterns at the following grid references and identify the landforms:

10.1 Between M2, N3 and O4

(2)

10.2 Between J3 and K3

(2)

[4]

Total: 35 marks

Worksheet: Geography Term 2

Activity: Interpret sustainable development

Name: _____ Class: _____

- 1 Give the meaning of the term *sustainable development*.

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

[2]

- 2 Name three factors that contribute to sustainable development.

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

[3]

- 3 Explain why borrowing money to pay for development is not always sustainable.

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

[3]

4 What factors make up the cultural identity of communities?

.....
.....

[2]

5 Describe some of the social problems that can result from rapid development in traditional communities.

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

[3]

6 What does it mean to deplete resources?

.....
.....

[1]

7 In which two ways were the forests in the case study on page 75 of the Learner's Book depleted?

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

[2]

8 How could preserving the rainforests have created jobs and therefore improved development in Madagascar?

.....
.....

[1]

9 What were the effects of soil erosion on the rural communities?

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

[3]

Total: 20 marks

Worksheet: Geography Term 3

Activity 4: Answer questions about erosion by the sea*

Name: _____ Class: _____

1 Identify the features of erosion marked A – D in the photographs on page 110 of the Learner’s Book.

A: _____ C: _____

B: _____ D: _____ [4]

2 Read the extract from a newspaper article on page 110 of the Learner’s Book and answer the questions that follow:

2.1 What feature is the house built on?

..... (1)

2.2 Explain what has caused the back garden to slip into the sea.

.....
.....
.....
..... (2 × 2 = 4)
[5]

3 What do you think will happen to the house in future? Explain why you think this.

..... [3]
.....

4 What colour is the sea near the land? Why do you think it is this colour?

..... [3]
.....
.....

Total: 15 marks

* **Note:** This topic is not in the 2023/2024 ATPs

Worksheet: History Term 1

Activity: Analyse the causes of World War II

Name: _____ Class: _____

Work on your own and write short paragraphs to answer these questions.

- 1 State how the German advance shows their aim of creating a powerful German empire.

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

[5]

2. Suggest two reasons why the Nazis expanded into Eastern Europe.

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

[2 × 2 = 4]

3 Use your knowledge from Unit 1 to explain in what ways the actions of the Nazis described on page 41 of the Learner’s Book went against the Treaty of Versailles.

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[6]

Total: 15 marks

Worksheet: History Term 2

Activity: Analyse the nuclear arms race

Name: _____ Class: _____

Work on your own.

- 1 Explain why, according to Source A on page 88 of the Learner’s Book, ‘the world became a much more dangerous place’.

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

[2]

- 2 Why did ICBMs change the nature of warfare?

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

[2]

- 3 Study Source B on page 89 of the Learner’s Book and answer these questions.

- 3.1 In the 1950s, the Americans believed they were behind the Soviets in bomb and missile production. As a result they built up their stocks quickly. How is this shown on the graph?

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

(2)

3.2 How does the graph show that the Americans had over-estimated the Soviet nuclear capacity in the 1950s?

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

(1)

3.3 Use the text to explain why both sides developed more weapons than were needed.

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

(2)

3.4 When, according to the graph, did Soviet production overtake American production?

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

(1)

[6]

Total: 10 marks

Worksheet: History Term 3

Project: Oral history and research project

Name: _____ Class: _____

How apartheid affected people's lives and how people responded

The aim of this project is to help you to understand how apartheid affected people's lives. The project is in two parts:

- a *written research* task on one apartheid law or issue (40 marks)
- an *oral history* task in which you interview someone who was affected by the law or issue you researched. (80 marks)

Total: 120 marks

Part 1: Written research task

- 1 You need to choose one law or aspect of the apartheid system to research. (For example: forced removals; the pass system; the education system; restrictions on freedom of expression; compulsory military service for white boys and men.) Discuss your ideas with your teacher to check that your topic will be suitable to research.
- 2 Start researching your topic by going to the school or public library and reading books on the topic. You may use the internet but make sure that the sites you use are reliable.
- 3 Research all you can about the law or issue. (For example: when and why it was passed; what powers it gave the government; and how people felt about it and responded to it.) Write down the information you find in note form.
- 4 When you make your research notes, make sure you write down the details of where you found your information. You need these details to construct a bibliography which you will be handing in with your written research. (Read the Tip box on 'How to write a bibliography' on page 139 of the Learner's Book.)
- 5 Now you are going to write up your findings. You should do this in rough first and then rework it a few times until you are satisfied that it is a thorough and carefully expressed final version.
- 6 Your written report must be at least 300 words and should not be more than 450 words. It must include two illustrations (for example maps, drawings, pictures from newspapers or magazines, photographs, cartoons) with your own captions written for them.

Handing in: You will have two weeks to complete your bibliography and this written research task. Your bibliography and written analysis will be marked according to the rubric on page 140 of the Learner's Book.

Part 2: Oral history task

In this task, you are going to find out more about the law or issue you researched from someone whose life was affected by it. This way of finding evidence is known as oral history.

- 1 You need to interview one person to find out how this law or issue affected his or her life and how he or she responded to it. First, you need to choose the right person. In class, discuss what kind of person would be suitable for this interview.
- 2 You need to compile ten probing (or in-depth) questions that you can use in the interview. In your interview, you will need to ask some easy questions first to make the person feel relaxed. But you also need to have some more in-depth questions which make them tell you more. Read the Tip box on 'How to ask probing questions' on page 141 of the Learner's Book and then come up with ten suitable questions.
- 3 Before you start the interview, read the Tip boxes on 'How to organise an interview' and 'How to conduct an interview' on page 141 of the Learner's Book. Study the rubric on page 142 of the Learner's Book to see how the marks are allocated to each task. Write down the person's name and the time and place of the interview.

Handing in: You will have two weeks to complete these tasks.

- 1 Hand in your ten probing questions.
- 2 Write a story about the person you interviewed, focusing on how he or she was affected by the law or issue and how he or she responded to it. It should be structured in paragraphs and be about 600 words long.
- 3 Hand in the rough notes that you made during the interview.
- 4 Hand in a 200-word explanation of your own reflections on the experience of doing the project. (Hint: include comments on what was interesting, how it has made you rethink your own views and anything else that is relevant.)

The oral research task will be marked according to the rubric on page 142 of the Learner's Book.

Total: 120 marks

Exemplar mid-year exam

Part 1: Geography

Name: _____ Class: _____

Question 1

Define the following terms:

1.1 a contour line

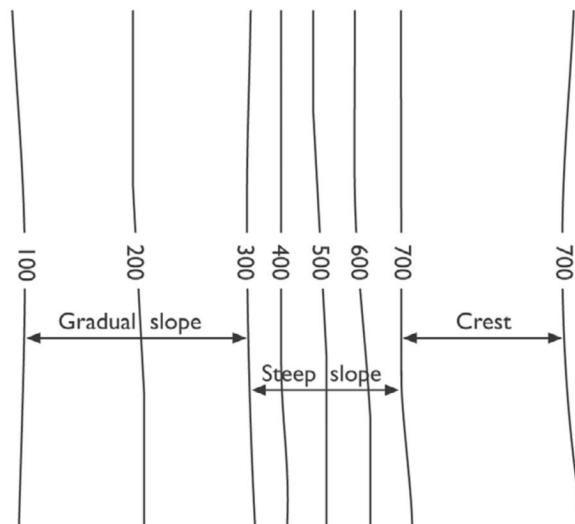
.....
 (1)

1.2 contour interval

.....
 (1)
 [2]

Question 2

Explain how you can tell the difference between a steep and a gentle slope on a contour map.



Contour map

.....

 [2]

Question 3

Answer true or false for the following statements and correct all false statements.

3.1 The gradient is another name for the steepness of a slope.

.....

3.2 In a valley, the contour lines bend in a V-shape down towards low land.

.....

3.3 The wedge of hilly land between rivers is called a spur.

.....

3.4 A spur is a mountain that sticks out.

.....

3.5 The contour lines bend up to high ground in a spur.

.....

[7]

Question 4

Study the orthophoto map of Umhlanga Rocks on page 195 of the Learner's Book and answer the following questions.

4.1 What is the scale of this orthophoto map?

..... (1)

4.2 What is the contour interval of this orthophoto map? (Hint: look in the north-east corner of the map.)

..... (1)

4.3 State the approximate height above sea level of the freeway that separates Westridge from Umhlanga Rocks.

..... (1)

4.4 Describe the difference in the sizes of the buildings in Umhlanga Rocks to those in Westridge

.....
.....
.....
..... (2)

4.5 What is the building just north of the junction between Lagoon Drive and Lighthouse Road used for?

..... (1)

[6]

Question 5

5.1 What is the scale of all standard topographic maps in South Africa?

..... (1)

5.2 How many metres does 1 cm on a South African topographic map represent on the ground?

..... (1)

5.3 How many kilometres does 1 cm on a South African topographic map represent on the ground?

..... (1)

[3]

Question 6

6.1 Name two different settlement shapes and indicate what physical features could be responsible for each of these shapes.

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

..... (2 × 2 = 4)

6.2 Name two different examples of amenities that are indicated on topographical maps and give their map symbols.

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

..... (2 × 2 = 4)

[8]

Question 7

Explain the meaning of the term '*quality of life*'.

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

[1]

Question 8

List three reasons why GDP per capita and the level of development do not improve in certain countries.

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

[3]

Question 9

Write a paragraph on the Human Development Index. Explain how it is calculated and why it is seen to be an accurate measure of development.

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

[7]

Question 10

Describe how unfair trade occurs and who is affected by it.

[6]

Question 11

Outline the main problems associated with industrialisation and identify some of the alternatives to industrialisation as a means of development.

[5]

Total: 50 marks

Exemplar mid-year exam

Part 2: History

Name: _____ Class: _____

Question 1

Refer to Source 1A on page 197 of the Learner's Book.

1.1 According to the Treaty of Versailles, why was the Rhineland demilitarised?

.....
.....
.....
.....
..... (2)

1.2.1 Briefly discuss Germany's foreign policy under the Nazis.

.....
.....
.....
..... (2)

1.2.2 Explain how this source accurately represents German foreign policy.

.....
.....
.....
..... (2)

1.3 According to the source, what evidence is there that the local people supported the Nazis?

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

(3)

1.4 Do you regard this source as biased? Explain your answer.

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

(3)

Refer to Source 1B on page 198 of the Learner's Book.

1.5 Use your own knowledge and Source 1B to explain why it is important for people to know about and remember the Holocaust.

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

(5)

[17]

Question 2

Refer to Source 2A on page 198 of the Learner's Book.

2.1 Use your knowledge to explain why the Western Allies wanted to rebuild Germany in 1945.

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

(2)

2.2 Use your knowledge to explain why the USSR had a different view.

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

(3)

2.3 The West and the USSR were suspicious of each other. Explain what their suspicions related to.

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

(2)

2.4 Explain the message of the cartoon.

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

(2)

Refer to Source 2B on page 198 of the Learner's Book.

2.5.1 Suggest why the Russian spaceman says the world looks blue.

.....

(1)

2.5.2 Who was the first man in space?

.....

(1)

2.6 Why does the Russian leader, Khrushchev want to see the world as RED?

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

(2)

2.7 Was the USSR the ultimate victors of the space race? In a brief paragraph, explain your point of view.

.....
.....

(5)

[18]

Question 3

Is it true that not all Germans supported the Nazis even though they knew the consequences? Write a 350-word essay honouring Germans who resisted the Nazis and stood up for the Jews by explaining their actions and motives.

A series of horizontal dashed lines spanning the width of the page, intended for writing or drawing.

[15]

Total: 50 marks

Exemplar end-of-year exam

Part 1: Geography

Name: _____ Class: _____

Question 1

Are the following facts true or false? Tick the correct answer.

	True	False
1.1 The contour interval is the height difference between two contours next to each other.		
1.2 An orthophoto map combines a vertical aerial photograph with contour lines.		
1.3 Topographic maps have a scale of 1:10 000 or 1 cm represents 0,1 km.		
1.4 The contour lines on topographic maps are green.		
1.5 If the contours are closely spaced, the slope is gentle.		

[5]

Question 2

Name two features of an orthophoto map.

.....

.....

.....

.....

[2]

Question 3

List the types of information about settlements that you can obtain from maps and aerial photographs.

.....

.....

.....

.....

[3]

Question 4

Select the correct term from the list to describe the sentences that follow:
basic needs *infrastructure* *quality of life*

4.1 installations such as roads, bridges and railways
..... (1)

4.2 the level of comfort a person has
..... (1)

4.3 food and clean water
..... (1)
[3]

Question 5

Explain the meaning of the term *GDP per capita* and indicate what it is used for.

.....
.....
..... [2]

Question 6

Give two reasons why the level of education is a good social indicator.

.....
.....
.....
..... [2]

Question 7

Name an alternative form of development that is not controlled by national governments and state what it provides.

.....
.....
.....
..... [3]

Question 8

Describe the formation of a waterfall and name the feature that is found at its base.

[3]

Question 9 (Note: Not in the 2023/2024 ATP)

Briefly indicate how each of the following features of coastal erosion are formed. Copy the sketch on page 199 of the Learner’s Book and name each feature on it to support your answers:



(2)

9.1 a bay

(1)

9.2 caves

(1)

9.3 an arch

.....
..... (1)

9.4 a stack

.....
..... (1)

9.5 a stump

.....
..... (1)
[7]

Question 10

Discuss how clearing vegetation for fields, buildings and roads contributes to erosion.

.....
.....
.....
..... [3]

Question 11

Distinguish between renewable and non-renewable resources and give an example of each.

.....
.....
.....
..... [4]

Question 12

Write a paragraph on the main reasons why over-fishing occurs.

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

[6]

Question 13

Summarise the long-term effects of overgrazing.

[3]

Question 14

Recommend ways to become a greener consumer with a smaller carbon footprint.

[4]

Total: 50 marks

Exemplar end-of-year exam

Part 2: History

Name: _____ Class: _____

Question 1

Refer to Source 1A on page 201 of the Learner's Book.

1.1 Provide evidence from the source to prove that many Nazi supporters attended the 'literary purge'.

.....
.....
.....
..... (1)

1.2 According to the source, what reason did the Nazis put forward for the 'literary purge'?

.....
.....
.....
..... (2)

1.3 A Jewish professional would most likely disagree with the reason put forward by the Nazis. What reasons might Jewish professionals have put forward to explain the destruction of their work?

.....
.....
.....
.....
.....
.....
.....
..... (2)

Refer to Source 1B on page 201 of the Learner’s Book.

1.4 Clearly the woman is a victim of the Nuremberg Laws. Write a paragraph of 120 words explaining the Nuremberg Laws and how they resulted in the loss of basic rights for Jewish people.

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

(5)

[10]

Question 2

‘During the Cold War the superpowers competed with each other in many ways. Two of the main ways were in building up supplies of weapons and in exploring space.’

In a 350-word essay, examine this statement by referring to the ‘arms race’ and the ‘space race’.

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Question 3

Refer to Source 3A on page 202 of the Learner's Book.

3.1 Identify and explain the apartheid law depicted in this source.

.....
.....
.....
.....
..... (3)

3.2 Why would the man be worried if the policeman found something wrong with his passbook?

.....
.....
.....
..... (2)

Refer to Source 3B on page 202 of the Learner's Book.

3.3 Use your knowledge to say when the Women's March (during apartheid) occurred.

..... (1)

3.4 Refer to the photograph on the poster. What are the delegation of women holding in their hands?

.....
..... (2)

3.5 Study the photograph on the poster. What conclusions can be drawn about the leaders of the march?

.....
.....
..... (2)

3.6 Explain why women were protesting against the pass laws.

.....
.....
..... (2)

[12]

Question 4

Refer to Source 4A on page 202 of the Learner's Book.

4.1 What was the main short-term cause of the march, as suggested in this source?

----- (2)

4.2 Why did Popi Buthelezi decide to join the march?

----- (3)

4.3 Using prior knowledge, list the long-term causes of the march.

----- (3)

4.4 How reliable is this source to a historian studying the events of 16 June 1976?

----- (2)

Refer to Source 4B on page 203 of the Learner’s Book.

4.5 Why did Antoinette not think they would be in danger?

.....
.....
..... (1)

4.6 What kind of warnings did the police give the students to disperse?

.....
.....
..... (2)

4.7 Do the warnings justify the actions of the police that followed?

.....
.....
..... (1)

4.8 Can we consider Mbuyisa a hero? Explain.

.....
.....
.....
..... (2)

4.9 ‘Today, I see Hector as a hero.’ Why does Antoinette see her brother as a hero?

.....
.....
.....
..... (2)

[18]

Total: 50 marks

Additional activities

Geography: Use an orthophoto map to find information

Your teacher will give you an orthophoto map of Cala, a rural area in the Eastern Cape mountains. Use the map to answer the following questions.

1 Find the hill called Kungolokata.

2 Identify the height of the highest point on this hill.

.....

3 Decide whether the top of the hill is almost flat or pointed. Support your answer by explaining how you can tell from the orthophoto map.

.....

.....

.....

.....

4 Describe the slopes of the hill. How can you tell this from the orthophoto map?

.....

.....

.....

.....

5 Draw a grid of blocks 1 cm by 1 cm on your orthophoto and use the contour patterns to identify the features at R5, L10 and O7 as river valleys or spurs. (Remember how to use a grid reference? The place you are looking for will be in the block made where the letter row and the number row meet.)

R5:

L10:

O7:

Additional activities

History: Reflect on the Holocaust

Watch a ten-minute clip of Oprah Winfrey’s interview with Holocaust survivor, Elie Weisel. Watch the video clip at: www.youtube.com/watch?v=sIZMOkYJFO0

- 1 Listen carefully and choose one word, line or phrase that stands out and has historical significance. Write it down.

.....

- 2 Write down how you feel about what you have seen in this video clip.

.....
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- 3 Discuss your answers to questions 1 and 2 with your group. Make notes to share with the rest of the class.

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

- 4 Discuss the clip as a class.

Additional activities

History: Research and discuss the atomic bomb

Do some research on atomic bombs and then discuss the following questions in groups.

- 1 How do atomic bombs work?
- 2 What are the effects, in terms of destruction capabilities as well as long-term consequences?
- 3 Is it just and moral for countries to have atomic bombs and nuclear technology? Make notes to share with the rest of the class.

- 4 As a class, discuss Question 3 in more detail. Think about how you can use science and technology to make atomic bombs or gas chambers, or you can use science to make positive changes.

A series of 28 horizontal dashed lines spanning the width of the page, providing a template for handwriting practice.

Assessment rubrics

Rubric for assessing extended writing (Research)

Name: _____ Class: _____

	Level 1 (0–1 marks)	Level 2 (2 marks)	Level 3 (3 marks)	Level 4 (4 marks)
Formulating a question	Has not formulated a question or come up with a realistic problem or issue.	Has come up with incomplete or unclear question/problem/issue; has relied on teacher for formulation of question.	Has formulated clear and well-focussed question/problem/issue which requires moderately high level thinking skills.	Has formulated clear well-focussed question/problem/issue which requires high level thinking skills in order to do research.
Planning	Has not followed instructions; has not completed the work in the given time; shows little planning or interest.	Has completed some of the work within the given time; has not planned sufficiently and has worked with little interest.	Has completed work within the given time limit; has generally worked efficiently and with focus.	Has completed all work within the given time limit; has had an organised and goal-directed approach throughout; has referred to numerous sources.
Gathering and organising information	Has found little information and/or does not include rough notes.	Has found some information; has included rough notes.	Has found good information; has included rough notes; has re-structured information in own words.	Has found a lot of relevant information; has included rough notes; has restructured information well.
Content (multiply mark by 2)	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 (multiply mark by 2)	Little awareness of 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.

	Level 1 (0–1 marks)	Level 2 (2 marks)	Level 3 (3 marks)	Level 4 (4 marks)
Structure and expression (multiply mark by 2)	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.
Referencing	Has plagiarised; and/or has not acknowledged any sources or references; has no bibliography.	Has some plagiarism; and/or has not acknowledged sources sufficiently; has a partial bibliography.	Has acknowledged sources accurately, but they are limited; includes a bibliography.	Has shown thorough knowledge of others' opinions and has quoted and acknowledged all sources; full references are given throughout, and includes a full bibliography.
Total: 40 marks				

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

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
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						____/ 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.

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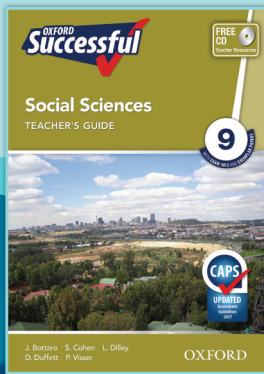
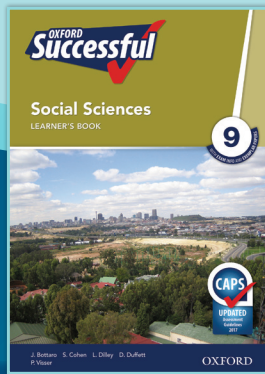
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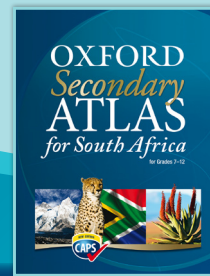
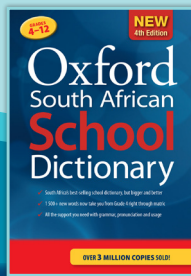
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