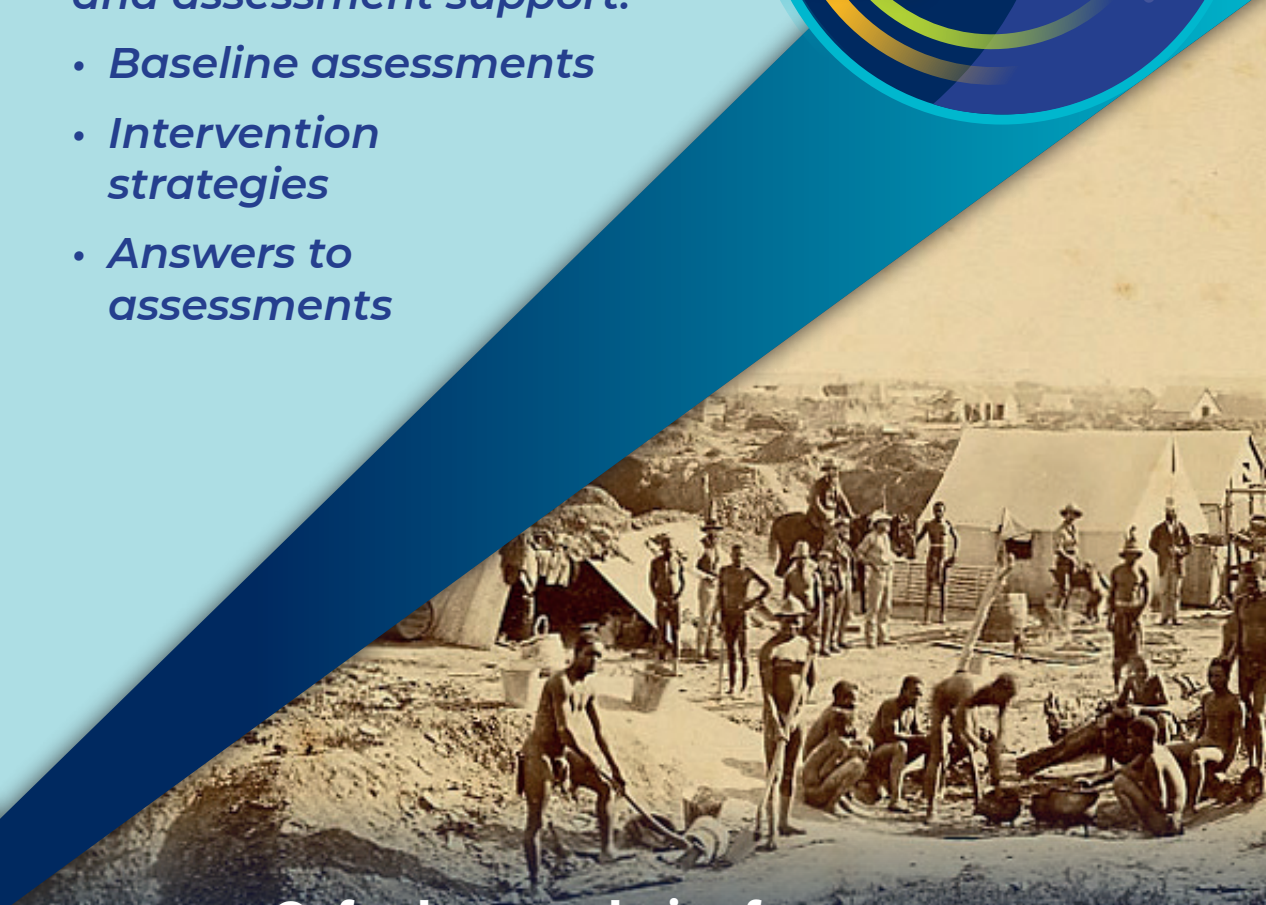


# INTERVENTION GUIDE

## Social Sciences Grade 8

*Packed with catch-up  
and assessment support!*

- *Baseline assessments*
- *Intervention strategies*
- *Answers to assessments*



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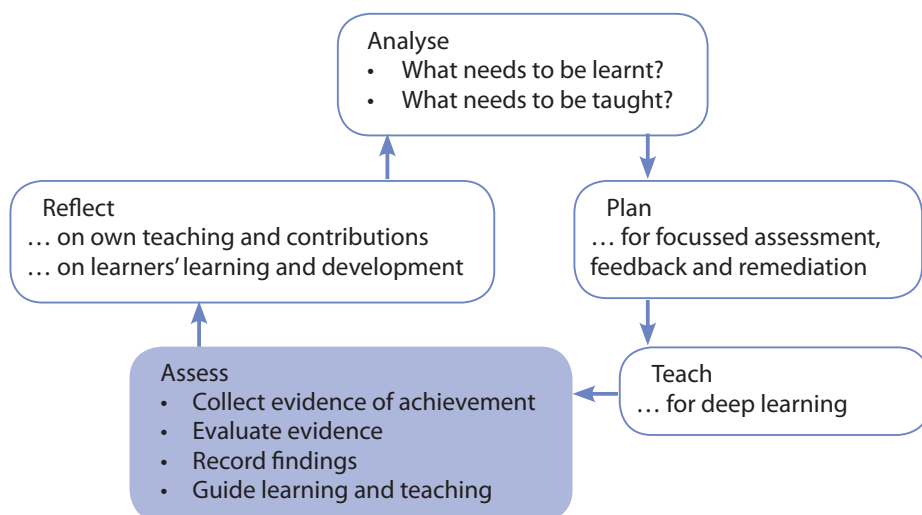
# Types of assessment

The impact of the corona virus pandemic will be long lasting. The Department of Basic Education plans to recover learning over at least three years. Assessment will be an important part of these plans.

## How does assessment fit into the recovery period?

Assessment will still be an integral part of teaching and learning. You will still collect evidence of your learners' levels of achievement and development, as well as their further development needs. You will continue to reflect on what you are doing and give feedback to your learners and stakeholders. Assessment will still guide your planning and teaching.

**Figure 1 The role of assessment in the recovery plan**



However, there is now a strong focus on assessment for learning, leading to *deep learning*.

## What does *assessment for learning* mean?

*Assessment for learning* means focusing on the basic purpose of assessment: to assist and support learners – literally to sit next to learners. You will still perform all the assessment functions but will keep in mind that assessment is mainly about improving your learners' learning and development.

## What is *deep learning*?

*Deep learning* is learning to understand, to remember and to apply with understanding. The ideal is that learners feel they control their learning and make personal meaning of their learning.

## How is assessment linked to *deep learning*?

Your assessment can help learners to achieve deep learning by carefully and frequently collecting and evaluating evidence of learners' progress, and then

– most importantly – giving learners constructive and helpful feedback. It will require supportive interventions, remediation and allowing learners more opportunities to improve.

This *Intervention Guide* will help you with the following types of assessment:

- Baseline assessment: What are learners' skills and knowledge levels as we start the year?
- Formative assessment: What progress are learners making? Should I adapt my teaching?
- Summative assessment: How do I assess, record and report learning that has taken place?

Teaching for deep learning means that you will have to plan for more focussed assessment, feedback and remediation. That is why the curriculum has been adapted, as outlined in the latest 2021 Annual Teaching Plans. These ATPs focus on the essential knowledge, skills, attitudes and values which will enable learners to progress to the next levels.

## Programme of assessment

### **Formal assessment**

Formal assessment provides you with a systematic way of evaluating learners' progress. Examples include controlled tests, projects and paragraph and essay writing. Formal assessment tasks are marked and recorded for progression and certification purposes. Learners complete formal assessments each term for Geography and History which you should assess separately.

### **Controlled tests**

Controlled tests must be completed under strictly managed conditions, similar to those for examinations, and will be moderated for the purpose of ensuring appropriate standards. Controlled tests should cover a substantial amount of content and a range of cognitive levels.

## Projects

In Grade 8 learners do a Geography project in Term 3.

2021 Grade 8 Programme of assessment					
Term	Discipline	Forms of assessment	Content	Marks	
1	Geography	Test: Map reading, analysis and interpretation	Map skills	50	
	History	Test: Source-based, paragraph and essay writing	The Industrial Revolution in Britain and Southern Africa from 1860	50	
2	Geography	June controlled test	Maps and globes (focus: global and local) Climate regions (focus: South Africa and world)	Term 1: 25 Term 2: 50 Total: 75	School-based assessment: 40%
	History	June controlled test: Source-based questions and paragraph writing (No need to include essay writing.) Informal assessment task: Essay writing	The Industrial Revolution in Britain and southern Africa from 1860 The Mineral Revolution in South Africa	Term 1 Source-based: 27 Paragraph: 8 Term 2 Source-based: 20 Essay writing: 20 Total: 75	
3	Geography	Project: Investigation of a settlement (Refer to Section 3 of CAPS, Geography term 3 content for more details on the project)	Settlement (Africa with a focus on South Africa)	50	
	History	Test: Source-based questions, paragraph writing and essay writing	The scramble for Africa: late 19th century	50	
4	Geography	November controlled test	Settlement (Africa with a focus on South Africa) Transport and Trade (focus: South Africa and the world)	Term 3: 50 Term 4: 25 Total: 75	Nov. controlled test: 60%
	History	November controlled test: Term 3: Source-based questions and paragraph writing Term 4: Source-based questions and essay writing	The scramble for Africa: late 19th century World War I (1914–1918)	Term 3 Source-based: 27 Paragraph: 8 Term 4 Source-based: 20 Essay writing: 20 Total: 75	

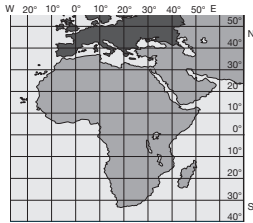
# Baseline assessment

## Geography

1. Answer the following questions about the map below:

1.1 What are the horizontal lines (running from left to right) called?

(1)



1.2 What are the vertical lines (running from top to bottom) called?

(1)

1.3 Which of the following co-ordinates are closest to the southern tip of Africa?

a.  $20^{\circ}\text{S}$ ,  $30^{\circ}\text{E}$

b.  $30^{\circ}\text{S}$ ,  $20^{\circ}\text{E}$

(2)

2. Write down the correct answer from the ones in brackets:

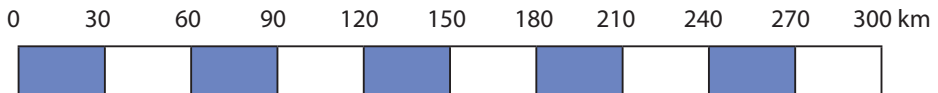
A (small /large) scale on a map gives a small amount of information about a large area.

(1)

3. Look at the illustration below. Complete the sentence:

It is a a. \_\_\_\_\_ scale on which 1 cm represents b. \_\_\_\_\_.

(2)



4. Answer the questions about the map of Fish Hoek:



- 4.1 What direct distance will a swimmer cover from Clovelly to Sunny Cove? (2)
- 4.2 Which statement is correct? Write down the letter. (2)
- Train passengers have to walk 1,5 km to the nearest taxi rank.
  - Train passengers can catch a taxi at the railway station.
  - There is no taxi rank on the map.
5. Complete the sentence below by adding either “weather” or “climate”: \_\_\_\_\_ describes atmospheric conditions like temperature over a short time. (1)
- 6.1 The map below shows areas with coniferous forests (in green). Why does South Africa not appear on the map? (1)



- 6.2 Give an example of a coniferous tree. (1)
7. Read this paragraph and answer the questions:
- The Smith family moved from their farm near Rietbron after many years of drought and they had lost too many sheep. Their oldest child was starting high school. Mrs Smith wanted to go back to being a teacher. They moved to Port Elizabeth.
- 7.1 Did the Smiths move from a rural to an urban area or from an urban to a rural area? (1)
- 7.2 Name a push factor that caused them to move. (1)
- 7.3 Identify two pull factors that caused them to move. (2)
8. Which of the following will NOT be a reason to start a new settlement? (2)
- discovery of gold / b. a pandemic / c. a new fishing source / d. fertile land
- 9.1 What are goods called that South Africa trades from Germany? (1)
- 9.2 What are goods called that are traded from South Africa into Botswana? (1)
10. Explain the reasons for the following examples of trade: (1)
- People at Mapungubwe traded cloth from India. (1)
  - People in the south of Mali traded salt from the north. (1)
  - People in the American South traded slaves from Africa. (1)
11. “Transport responds to trade.” Think of examples from your Social Studies of previous years to explain this statement in a short paragraph. (5)

**[TOTAL MARKS: 30]**



## History test

---

1. Answer the questions on the photograph below. The two men are looking at an ancient manuscript in Mali.

1.1 In which city are these manuscripts kept? (1)

1.2 Name the famous ruler whose wealth helped to build Mali as a centre of learning. (1)

1.3 Choose the correct answer from those in brackets: Mali was also known as a centre of (sea transport / trade / tourism). (2)



2. Which of the following were NOT characteristics of the First Industrial Revolution and the Green Revolution? (2)

- a. They were turning points in history.
- b. They were the results of rapid population growth.
- c. They changed social systems.
- d. They led to dramatic changes.

3. Explain in a sentence how the Transatlantic slave trade contributed to industrial growth in Britain. (2)

4. During the 19th century people in Britain wanted more sugar. Choose the correct statement: (2)

- a. Indian workers were taken to the colony of Natal to work on the sugar plantations.
- b. Britain used slaves from Mali to work on sugar plantations in the American South.

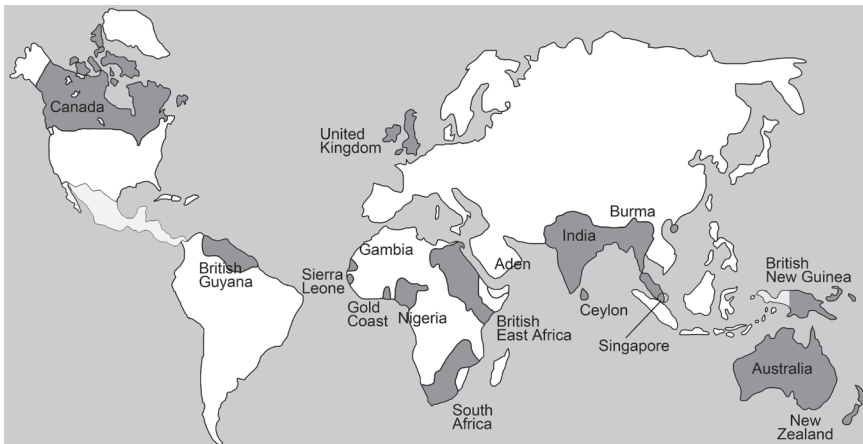
5. Write down the correct word from those in brackets:  
The eastern and northern boundaries of Britain's Cape Colony were moved further a number of times through actions called (colonisation / negotiations / governing). (2)

6. Complete the following paragraph. Use words from the list that follows.  
The a.\_\_\_\_ slave trade was one of the reasons why people in Britain grew wealthy. This led to more b.\_\_\_\_, urbanisation and the c.\_\_\_\_ manufacturing of goods. Britain also grew more powerful and could d.\_\_\_\_ more land overseas. In the 1860s when diamonds were discovered in South Africa an e.\_\_\_\_ revolution also started here. Later, gold was discovered as well. The discovery of diamonds and gold, called the f.\_\_\_\_ Revolution made Britain want to control the whole of g.\_\_\_\_. (7)

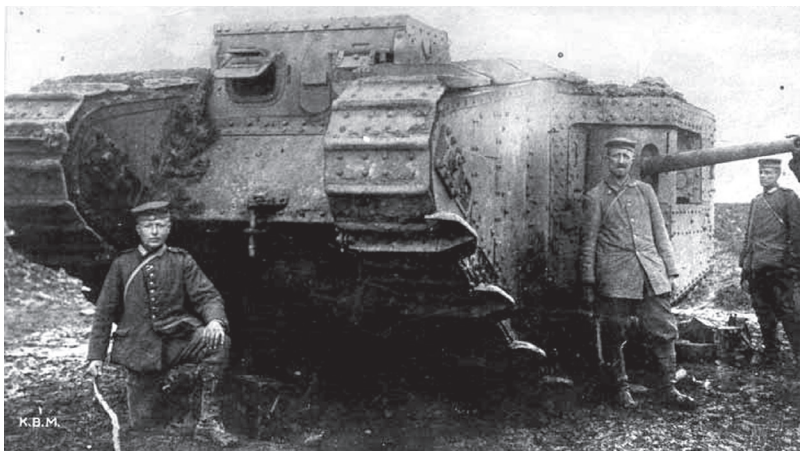


- |                 |                   |                     |
|-----------------|-------------------|---------------------|
| 1. Agricultural | 7. industrial     | 13. southern Africa |
| 2. America      | 8. industries     | 14. Spice Islands   |
| 3. buy          | 9. large-scale    | 15. Trans-Saharan   |
| 4. caravans     | 10. lower quality | 16. Transatlantic   |
| 5. China        | 11. Mineral       |                     |
| 6. colonise     | 12. Railroad      |                     |

7. Name two advantages which colonies had for industrialising European countries. (2)
8. “Only business people in Europe had an interest in colonisation.” Do you agree? Write your answer in a sentence. (4)
9. “The sun never sets on the British Empire.” Explain this saying by referring to the map showing British colonies (with their colonial names). (2)



10. As industries grew in Europe, competition among the countries grew. What is often the tragic result of such competition? (2)
11. This photograph shows a French tank from World War I. What does it tell you about a country's resources if it wants to win a war? (3)



[TOTAL MARKS: 30]

# Intervention strategies

## Baseline assessment and analysis

The baseline assessment should help you identify learners with

- academic backlogs as a result of the disrupted 2020 school year, or
- underlying learning barriers and special education needs, for example, visual or hearing impairments or intellectual challenges.

## Interventions for learners with academic backlogs

See guidelines for intervention strategies below, as well as on pages 15 and 26.

### ***Intervention strategy: Teach from the learner's point of view***

Put yourself **into 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 last year?

For example, learners might still have cropped-up emotions after 2020 for which you might first have to provide release before doing academic work.

### ***Intervention strategy: Teaching content not covered in 2020***

Grade 7 learners were the first group that returned to school last year, so they were supposed to cover all the CAPS modules, with some adaptations. See the 2020 Adapted ATPs for information on what learners would not have learnt.

A topic left out in 2020 you might want to introduce learners to, is *The northern frontier of European settlement* from the module on *Co-operation and conflict on the frontiers of the Cape Colony in the early 19th century*. The topic is important background to the modules in Grade 8 on the diamond fields and industrialisation in South Africa. The content covers the Kora and Griqua, the southern borders of the Tswana world, missionaries and traders. If you have no access to a Grade 7 textbook, you can search for content on these themes.

### ***Intervention strategy: Reteach topic(s) learners achieved low scores on (closing the gap)***

- Focus on concepts, not merely the factual content. (Use the Comments on pages 34 and 35 as a guide to common concepts.) Then give clear illustrations to support learners' understanding and avoid superficial rote learning and memorisation.

For example, you may want to reteach the causes of floods (Grade 7 Module 3) in order to explain push factors as causes of urbanisation (Grade 8 Module 5). Deal with the concept, *Interdependence: the links between climate, vegetation, wildlife, resource distribution, and human settlement and activity*: What are the effects on human settlements if they are flooded? Does it push people to move to a different place? Do not reteach the details of floods, like their causes.

- While you reteach Grade 7 content to learners needing it, the other learners work independently in pairs. Your class assistant can supervise and tutor these learners.

- 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 which gives an immediate overview of main points and possibly significant detail. For examples of graphic organisers, see pages 142 and 157 in the *Oxford Successful Social Sciences Grade 8 Learner's Book*.
- Refer frequently to your progress in terms of the lesson structure. Use your graphic organiser, or refer to the textbook. This will help learners to develop an overall and cohesive (holistic) grasp of the content.
- The following table gives information on concepts and focuses that run like threads through the Grade 8 ATPs for 2021 and previous years' work. Explain these threads and links to learners as you begin teaching a module – it will help learners to link the new content to what they have already become familiar with and to strengthen their knowledge and understanding.

Grade 8: Concepts and focuses	
Geography	
Module 1 Map skills (Focus: Global and local)	The learners have been acquiring map skills from their early grades. In Grade 7 they focussed on local maps, like line sketches and maps of local areas. In Grade 8 they will broaden this focus, and study the Earth as a globe, and get a picture of the Earth from space. They will also work with map representations in atlases. Concepts: Spatial patterns and trends: The location of people and places
Module 3 Climate regions (Focus: South Africa and world)	Weather and climate were dealt with specifically in Grades 5 and 6, so you might go back to Grade 6 to ensure that learners still remember those key concepts. In Grade 8 learners will take a wide view of 11 different kinds of climate and their characteristics, both in South Africa and the rest of the world. They also study elements of weather, namely temperature, humidity, wind and precipitation. Concepts: Planet Earth: land, water and air, Human activities, Interdependence
Module 5 Settlement (Africa with a focus on South Africa)	In Grade 7 learners studied population growth, and touched on why people tend to settle in certain places. In Grade 8 learners study various settlements and uses of land, as well peoples' movement and the results of urbanisation. Learners also do a project on a settlement of their choice. They will submit the project for formal assessment. Concepts: Human settlement: where people live and why, Spatial patterns and trends, Similarity and difference, Movement
Module 7 Transport and trade (Focus: South Africa and the world)	Although there is no direct, obvious link between the Grade 7 module on <i>Natural resources and conservation in South Africa</i> , there is the common thread of resources like minerals having to be traded and transported. You could make a link between what learners study in Grade 8 and explain how trade was a motivation behind many of the voyages of discovery and, as a result, important trade routes were developed and links were forged between countries and regions. Learners in Grade 8 also study different modes of transport and the importance of public and private transport. Concepts: Movement, Human activities and their effect on the environment

## Grade 8: Concepts and focuses

### History

Module 2 The Industrial Revolution in Britain and southern Africa from 1860	<p>Help learners understand the bigger picture of how there is a thread running from the kingdoms in Africa where wealth was created from natural resources and trade to the expansion of states' influence over larger and larger areas and the search for ever more wealth. This trend ties in with historical themes like slavery, colonisation and the need for more and more natural resources to feed factories. Learners study the Industrial Revolution in Britain, and the beginning of the Industrial Revolution in South Africa as global trends that had a direct impact on South Africa especially after the discovery of diamonds and the change from an economy based purely on agriculture and small trade to industrialisation. Britain's interest in the diamond fields was an extension of Britain's expansion of territories on the eastern and northern boundaries of the Cape Colony which learners studied in Grade 7.</p> <p>Concepts: Historical sources and evidence, Change and continuity, Time and chronology</p>
Module 4 The Mineral Revolution in South Africa	<p>This module continues the threads in Module 2 with the Mineral Revolution in South Africa broadening to the gold fields on the Witwatersrand. Learners also study labour systems and the way many South African kingdoms and republics lost their independence to Britain, and South Africa was drastically changed.</p> <p>Concepts: Historical sources and evidence, Cause and effect</p>
Module 6 The Scramble for Africa	<p>The issues regarding industrialisation and colonisation, and the exploitation of indigenous people and natural resources that learners studied in Grade 7 with relation to South Africa, are applied to a wider focus on the ways these issues applied to other parts of Africa.</p> <p>Concepts: Multi-perspective approach, Cause and effect, Change and continuity</p>
Module 8 World War I (1914 – 1918)	<p>Finally, many of the threads learners will have studied in Grade 8, will be brought together in Module 8. Learners will see how industrialisation, the need for raw materials and natural resources, growing nationalism in Europe and conflict over colonies led to the outbreak of World War I in 1914. They also study the experiences of people during World War I which should bring home the brutality of war.</p> <p>Concepts: Cause and effect, Change and continuity</p>

### ***Intervention strategy: Develop cognitive skills***

- The following cognitive skills that apply to Geography and History are included in the baseline assessment. They are listed under “Comments” on pages 34 and 35.

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <li>explains information</li> <li>recalls</li> </ul>	<ul style="list-style-type: none"> <li>applies concept</li> <li>applies knowledge</li> <li>applies skills</li> <li>compares</li> <li>concludes</li> <li>explains cause and effect</li> <li>interprets information</li> <li>interprets source</li> <li>makes a link</li> </ul>	<ul style="list-style-type: none"> <li>evaluates information</li> <li>uses information as evidence for argument</li> </ul>

- Once you have identified skills at which learners are weak, you could use the applicable questions in the baseline assessment as examples on which your class assistant could base similar questions to tutor weaker learners.
- During whole-class teaching, phrase questions using the “action words” in the list of cognitive levels and abilities on page 49 of the Senior Phase Social Sciences CAPS or page 21 of the *Oxford Successful Social Sciences Grade 7 Teacher’s Guide*.

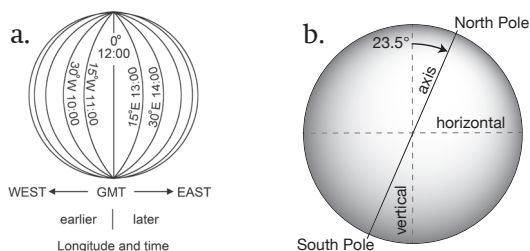
For example, ask: “How did the wealth of Mansa Musa influence buildings in Mali?” (Cause and effect; based on History question 4)

### **Interventions for learners with special education needs**

- Do not form an opinion about a learner too early and make an unwarranted diagnosis. Use the first term to get to know the learner. If the impairment is obvious and forms a serious impediment to the learner, get professional help from your district office.
- Immediate steps could include: observing the learner inside and outside of the classroom, contacting the learner’s Grade 6 teachers and consulting learner progress reports to understand the learner’s special needs. See pages 22 and 28–30 in the *Oxford Successful Social Sciences Grade 7 Teacher’s Guide* for more on inclusive education.

## Geography test

1. Answer the following questions.
  - 1.1 Name two measurements for latitude and longitude. (2)
  - 1.2 Which two requirements are needed to find a place on an atlas map? (2)
  - 1.3 What is the difference between a ratio scale and a word scale? (2)
  - 1.4 Look at the two pictures of models of the Earth as a globe.
    - 1.4.1 Explain why they differ. (2)
    - 1.4.2 Which model is closest to a true picture of the Earth? (2)



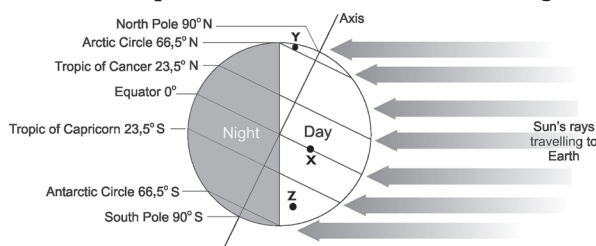
- 1.5 Explain the meaning of *orbit* in the sentence: “Satellite images are taken from a satellite orbiting Earth.” (2)

2. Answer the questions on the section of a world map below.

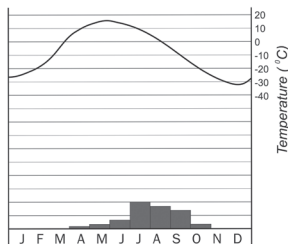
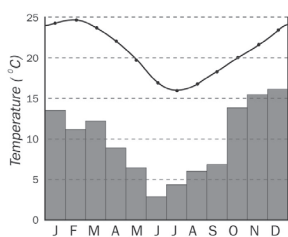


- 2.1 What kind of scale does the map have? (2)
- 2.2 Use the scale to calculate the direct distances between: Washington DC, USA (39°N, 77°W) and Lima, Peru (12°S, 77°W). (2)
- 2.3 Calculate the time in the following places if it is midday GMT.
  - a. A town on 120°W (2)
  - b. A city on 15°E (2)
- 2.4 A yacht left Durban and is now at 15°W. The yachtsman wants to wake his wife with a birthday wish at 07:00 South African Time. At what time must he 'phone? Show your calculation. (4)

3. Suppose the Earth's rotation around its axis stops.  
Name a world-wide daily occurrence that will also stop. (2)
4. A famous story tells about a traveller many years ago who bet his friends that he could travel around the world in only 180 days (very fast in those days!). He left London, travelled eastwards and returned to London 181 days later according to his calculations. He was of course deeply disappointed. However, his friends congratulated him on winning the bet because he had done it in 180 days. Which mistake had he made? (2)
5. Complete the sentence: The Earth rotates around its axis, but a. \_\_\_\_\_ around the Sun. This movement around the Sun takes b. \_\_\_\_\_ and is a cause of c. \_\_\_\_\_ on Earth. (6)
6. Answer the questions below on the following illustration:



- 6.1 Which hemisphere is tilted towards the Sun? (1)
- 6.2 Which season does this hemisphere have? (1)
- 6.3 The illustration shows the Sun shining vertically on the Equator. Which day is this? (2)
- 6.4 How many degrees are there between the Equator and the South Pole? (2)
- 6.5 Write down the correct answer from those in brackets:  
The line of latitude where there is equal day and night is the (A. Tropic of Cancer / B. Equator / C. Tropic of Capricorn). (2)
- 6.6 Which town at X, Y or Z is situated in the "land of the midnight sun"? (2)
7. Look carefully at the graphs. Note the latitude of each place.  
Do you agree with the following statement? State your reasons.  
"The graph lines rise and fall as the Earth's hemispheres are tilted towards the Sun." (4)



8. Which of the following information cannot be provided by satellite photos? (2)
  - a. the spread of a pandemic
  - b. soil erosion
  - c. growth of settlements
  - d. vegetation cover

**[TOTAL MARKS: 50]**



## History test

1. The photograph shows some of the first female indentured labourers to arrive in Natal from India in the 1850s. Answer the questions about the photograph:



- 1.1 What does *indenture* mean? (2)
  - 1.2 What made many of these women leave India? (2)
  - 1.3 What did they come to do in Natal? (2)
  - 1.4 What happened to some family groups that was very similar to what happened to many slave families? (2)
  - 1.5 Could they ever return to India? Explain your answer. (2)
2. The figure below is shown here as “The King of Diamonds”.



- 2.1 Who was this person? (2)
  - 2.2 Why is he linked to diamonds? (2)
  - 2.3 What does he hold in his left hand? Give two possible meanings of this object. (4)
  - 2.4 He formed the *De Beers Consolidated Mines* company. Explain why it was called “Consolidated”. (2)
  - 2.5 Write down the correct answer from the words in brackets:  
De Beers could control the price of diamonds because it had a (mine / monopoly / market). (2)
3. Write a paragraph in which you list and briefly explain three causes of the Industrial Revolution in Britain. (8)
  4. Robert Owen hoped that the example of how he treated his workers and the formation of the Grand National Consolidated Trade Union (GNCTU) would lead to better conditions for workers. Did he succeed? Write an essay in which you give your view. (20)

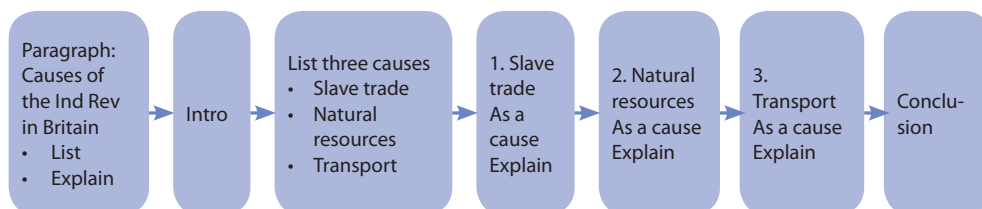
[TOTAL MARKS: 50]

**Intervention strategy: Developing source skills**

- Almost any photograph (in both Geography and History) lends itself to detailed analysis. Select one from a newspaper or magazine (or the textbook) and give learners copies. Teach them to “read” the photograph like one would read a page from a book: first scan the photo as a whole, then start at the left top corner and move across and down to look at the details, and then look at the photo as a whole again.
- Your class assistant or another learner could tutor struggling learners by discussing the map of the Earth on page 19 and the photograph at the top of page 42 of the *Oxford Successful Social Sciences Grade 8 Learner’s Book*. (See the section below on tutoring.)
- Emphasise to learners that prior, general knowledge is often important in interpreting sources as they sometimes require knowledge and understanding that go beyond information in the textbook. If your learners are reluctant readers, you might have to bring more extra-curricular information into the classroom along the lines of the current news suggestion on page 15 of the textbook.

**Intervention strategy: Developing language skills (“Language-across-the curriculum”)**

- Language is an important element of both History and Geography. Note that the marks in Grade 8 for paragraph writing have increased to 8 and to essay writing to 20. Paragraph writing is a particular language skill that learners can practise. Learners should write regularly, with a clear progression in complexity.
- In order to answer a question on paragraph or essay writing, learners should read the question properly and extract the specific action required. Teach learners to underline the important words – they are often verbs which instruct the learner what to do.
  - For example, in Question 3: “Write a paragraph in which you list and briefly explain three causes of the Industrial Revolution in Britain.”
  - Learners can next develop a graphic organiser (*mind map*) to order their thinking:



- Question 3 gives an instruction – “Write a paragraph” – which requires the learner to:
  - List causes of the Industrial Revolution
  - Give only three causes (there are more in the textbook)
  - Briefly explain each one of the three causes
  - Limit the information to Britain.

- This is a question on Level 1 of the cognitive levels scale for which the learner recalls and orders information. The learners should not spend much time on this answer.
- Give learners more practice examples of factual statements (“Rhodes bought out all the other claims.”) and statements which can be debated (“Rhodes was a negative influence in South Africa because he played a key role in how Britain expanded its power and territory.”). Help learners to understand when they should write factually and when they should discuss the topic, give different views, express an own view, etc. Give them more examples from the action verbs in the list of cognitive skills on page 10.
- Give learners practice in writing introductory sentences to the practice examples. The sentence should link up with the topic and give more information on the theme, for example, if the topic is, “Rhodes bought out all the other claims. Describe how he did this.”, the introductory sentence could be: “The mining scene in Kimberley was chaotic and cried out for a strong person to bring order, a role the wealthy Cecil John Rhodes could play.”

### ***Intervention strategy: Tutoring***

- Tutoring is individualised support of a struggling learner. This strategy will also assist the teacher to continue with other teaching tasks.
  - An example is peer tutoring where a learner who needs help is paired with a higher performing learner.
  - Class assistants may act as tutors.
  - A teacher could give after-school support to a learner.
  - Qualified volunteers could tutor individual learners.
- Tutors should be prepared by the teacher to work in a planned, structured way with feedback on learner progress to the teacher.
- Tutors can be especially helpful with mastery learning whereby a learner struggling with specific content or a particular concept or skill is given enough time and support to practise and master the item.
  - Examples of specific skills which can be mastered through practice, are identifying locations on a map, inferring evidence from a source like a photograph or paragraph writing.

### ***Intervention strategy: Learners practise and apply concepts, skills and content***

**Homework** can be an important catch-up opportunity for learners.

- Homework should be based on work explained and practised in class (not completing unfinished work) and be enough to finish within about 20 minutes. Take learners’ divergent home situations into mind. If possible, involve parents or caregivers.

Give learners supportive **feedback**:

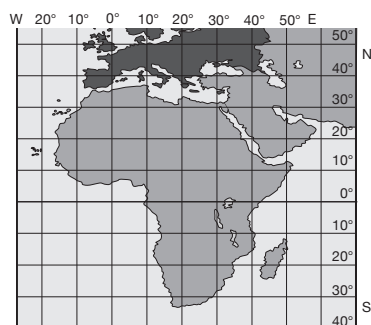
- Feedback should be clear and specific enough to lead to improvement.
- Allow learners an opportunity first to reflect on and express their own assessment of their work.
- Limit comments to what is immediately applicable and useful.
- Point out what was well done and then identify what needs improvement. Focus on the preceding classwork, rather than covering all and every weakness.
- Agree to next steps, for example how the improvements should be done, where the learner can find examples, and by when the remedial work should be done.

## Geography controlled test

### Question 1

- 1.1 Match the concepts in the column on the right with the definitions in the column on the left. Write down only the letters and the answers. (10)

Definitions	Concepts
a. the longest line of latitude, 0°	atmosphere
b. 0° longitude passing through an observatory in England	axis
c. sets of degrees and directions (N, S, W, E) that you use to find the exact position of something (on a map)	co-ordinates
d. 60th of a degree	equator
e. a line through the centre of the Earth, around which the Earth rotates	equinox
f. movement from west to east on an axis	Greenwich meridian
g. section on the globe where there is standard time	longitude
h. midsummer day when the sun is vertically overhead the Tropic of Cancer or the Tropic of Capricorn	minute
i. mid-spring and mid-autumn day when there is 12 hours day and 12 hours night throughout the world.	orbit
j. the layers of gases surrounding the Earth	rotation
	solstice
	South Pole
	tilt
	time zone



- 1.2 Find the longitudes and latitudes between which the continent of Africa is situated.

Which of the following is correct?

- 1.2.1 40°N, 50°E and 40°S, 20°W  
 1.2.2 20°W, 40°N and 50°E, 40°S (4)

- 1.3 Refer to the map of Limpopo on the next page.

- 1.3.1 Which heritage site is at 22°14'S, 29°24'E? (2)  
 1.3.2 Is the following statement correct? If not, rewrite it correctly: *Phalaborwa is to the east of Tzaneen.* (2)  
 1.3.3 Measure the direct distance between Bela-Bela and Musina. (2)

1.3.4 Write the line scale for this map as a ratio scale. (2)



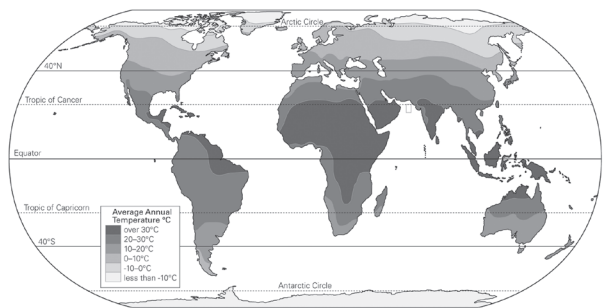
- 1.4 South Africa uses the 30°E longitude to determine its standard time. Why does our time differ by two hours from Greenwich Mean Time? (2)
- 1.5 Which season do people in China have on 21 December? (1) [25]

Question 2

- 2.1 Match the concepts in the column on the right with the definitions in the column on the left. Write down only the letters and the answers. (13)

Definitions	Concepts
a. the gas form of a substance that is normally a liquid or solid	altitude
b. the liquid that forms when a gas cools down and changes form	anemometer
c. the process when a liquid changes into a gas	coastal plain
d. the side of a mountain against which the wind blows	condensation
e. the side of a mountain that is sheltered from the wind	escarpment
f. a dry area of a mountain on the sheltered side from the wind	evaporation
g. variation in flat parts and mountainous parts of land surface	globe
h. a large area of flat land that is high above sea level	hydrometer
i. an area of flat land along the seaside	humidity
j. a long steep slope that separates an area of high ground from an area of low ground	leeward
k. a measure of the amount of water vapour in the air	onshore
l. water from the atmosphere that falls to the ground	plateau
m. the instrument that measures wind speed	precipitation
	rain shadow
	relief
	thermometer
	vapour
	windward

2.2 Answer the questions about the map below showing world annual average temperatures.

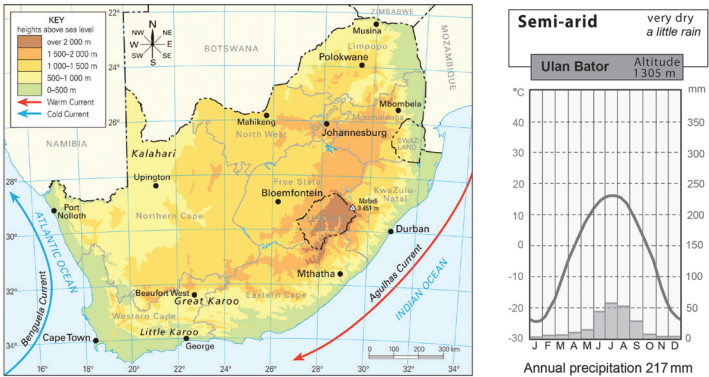


- 2.2.1 What do you notice about the average temperature below the Tropic of Capricorn in South America, Africa and Australia? (4)
- 2.2.2 Between which latitudes do you find similar annual average temperatures in North America? (2)
- 2.2.3 Why does South America have a cold tip at the bottom which South Africa does not have? (2)
- 2.3 Look at the physical map below.

2.3.1 Port Nolloth and Durban are very close in latitude, and both are at sea level (same altitude). Which differences in temperatures do you notice in the following table? (2)

Mean monthly temperature (°C)		
	January	July
Durban	25	18
Port Nolloth	16	13

- 2.3.2 Explain why one finds the differences. (4)
- 2.3.3 Give one explanation why the Karoo is a dry area. (2)

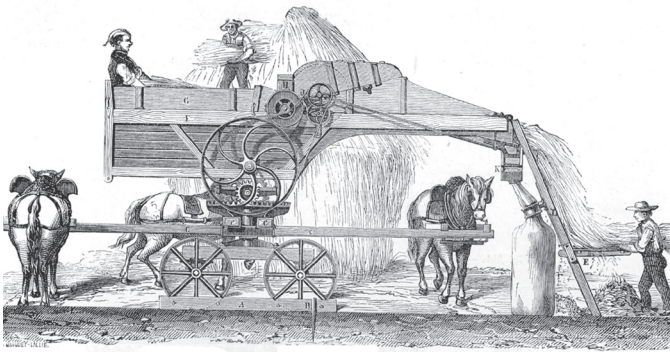


- 2.4.1 Study the climate graph above. Which information on this graph shows that the area to which it refers has a semi-arid climate? (4)
- 2.4.2 Name an area in South Africa with a semi-arid climate. (1)
- 2.5 In a paragraph, name and briefly explain four elements of weather. (8)
- 2.6 Discuss in a paragraph the effect of altitude and relief on temperature and rainfall by referring to Southeast Asia. (8) [50]



# History controlled test

## Question 1



1.1 Study this illustration from a French book showing men at a complex machine busy with some process. Then answer the questions.

1.1.1 What stack is behind the machine? (1)

1.1.2 What are the men at the top doing? (1)

1.1.3 What is the man at the right doing? (1)

1.1.4 What is the function of the horses? (1)

1.1.5 What is the machine's purpose? (2)

1.1.6 What is your view of the following statements?

State your reason(s).

a. "This illustration shows a society kind of half-way on the road to the Industrial Revolution." (4)

b. "Farm workers liked these machines because it made their work easier." (4) [14]

1.2 Study the photograph of workers at the diamond fields in Kimberley and answer the questions:



1.2.1 Two wooden poles are visible behind the men. What could they have been used for? (2)

1.2.2 What were the trolleys (called cocopans) used for? (2)

1.2.3 The wooden poles and the trolleys had to be provided from somewhere. What does this tell you about the effect of the diamond fields on the economy of South Africa? (4)

1.2.4 What shows that the men were doing dangerous work? (2)

1.2.5 Name one place far from Kimberley where these men came from. (2)



1.2.6 The person on the left is wearing a particular kind of headpiece which was usually worn by working-class men, but has now become popular among all classes and genders. What is it called? Select one of the following:

- a. Bowler
- b. Stetson
- c. Newsboy cap
- d. Panama

(1) [13]

1.3 In a paragraph explain:

1.3.1 what “cottage industries” in England were before the Industrial Revolution, and

1.3.2 whether you think they were a good economic idea?

[8]

## Question 2

2.1 The following extract is from *The making of modern South Africa* by the historian Nigel Worden (2007):

“The Kimberley labour force was racially divided by the 1880s. White workers, increasingly employed in supervisory and skilled positions, lived in the boarding houses and homes of Kimberley, a town almost entirely owned and controlled by De Beers. Black migrant workers lived in the closed compounds where living conditions were initially appalling.”

2.1.1 What was the “labour force” doing in Kimberley?

(2)

2.1.2 Why did the mining companies house black workers in “closed compounds”?

(4)

2.1.3 Why were white workers able to demand that they need not live in closed compounds? Give two reasons.

(2)

2.1.4 Explain briefly how the system of migrant workers started on the diamond fields.

(2)

2.1.5 What do you conclude from the words “were initially appalling”?

(2) [12]

2.2 Study the map on page 22, showing the development of railways and answer the questions:

2.2.1 With which harbour was Johannesburg connected first?

(1)

2.2.2 Why was the short line from Durban built in 1886?

(1)

2.2.3 With which harbours was Johannesburg connected by 1895?

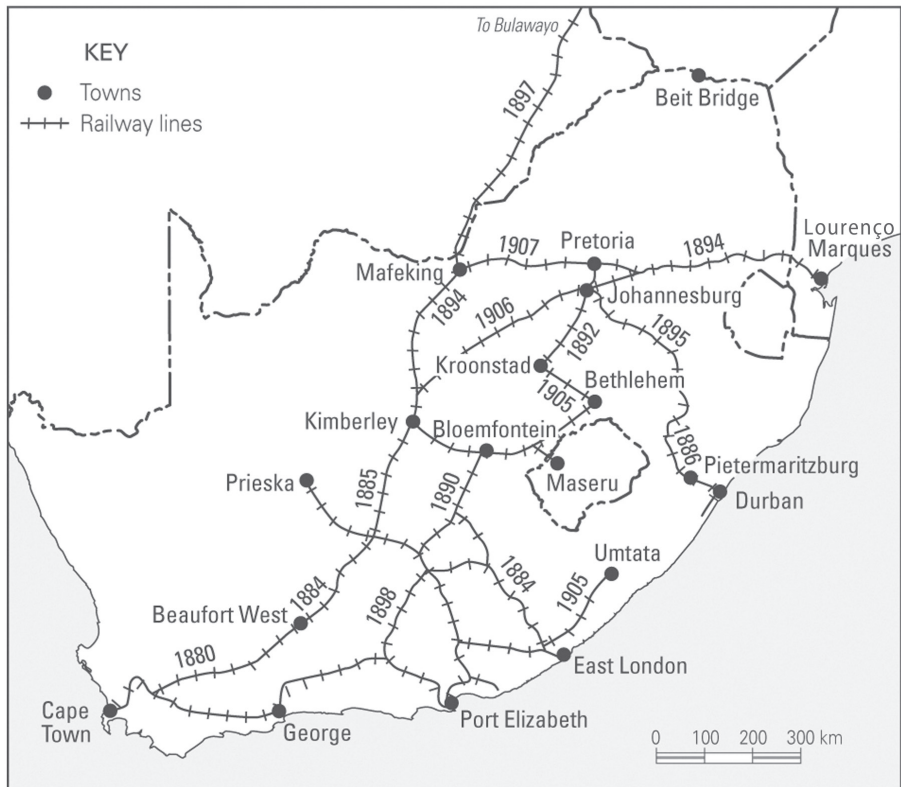
(2)

2.2.4 With how many harbours was Johannesburg connected by 1905?

(2)

2.2.5 Explain the difference between 2.2.3 and 2.2.4 which happened within only 10 years.

(2) [8]



2.3 In the early 20th century migrant workers in the gold mines on the Witwatersrand worked and lived under very difficult situations. Workers reacted against their bad working conditions in a number of different ways. In an essay, describe examples of labour resistance and express your views on whether they had any success.

[20]

[TOTAL MARKS: 75]

## Geography project

Use the instructions in *Oxford Successful Social Sciences Grade 8 Learner's Book*, page 103. Assess the project as follows:

This project includes:	Level 4	Level 3	Level 2	Level 1
A sketch map showing types of land use in the selected area	Used a sketch map that shows all the land use in the selected area. (7-8 marks)	Used a sketch map that shows most of the land use in the selected area. (5-6 marks)	Used a sketch map that shows one or two of the land uses in the selected area. (3-4 marks)	Did not include a sketch map; sketch map does not show any land use. (0-2 marks)
Descriptions and drawings of special features and landmarks	Includes descriptions and drawings of all the special features (6 marks)	Includes descriptions and drawings of most of the special features. (4-5 marks)	Includes descriptions and/or drawings of all the special features, but not both. (2-3 marks)	No description or drawings of the special features; includes very few descriptions and/or drawings of the special features. (0-1 marks)
Evidence of interviews with community members	Includes comprehensive evidence of interviews with community members. (7-8 marks)	Includes a few pieces of evidence of interviews with community members. (5-6 marks)	Includes indications of interviews with community members, but no evidence. (3-4 marks)	No indication or evidence of interviews with community members given. (0-2 marks)
Suggested reasons for the location of this settlement	Reasons for the location of the settlement is given: reasons well-considered. (6 marks)	Reasons for the location of the settlement is given; reasons not always clear. (4-5 marks)	Attempt is made to provide reasons, reasons not always relevant. (2-3 marks)	No reasons for the location of the settlements given. (0-1 marks)
A discussion of the area's population growth or decline	Well-considered and comprehensive discussion on population growth or decline given. (7-8 marks)	Discussion on population growth or decline given. (5-6 marks)	Attempt made to discuss the population growth or decline of the area; argument not always relevant. (3-4 marks)	No attempt to discuss the population growth or decline of the area. (0-2 marks)
Research and discussion of one selected issue	Sufficient research and comprehensive discussion of a selected issue. (7-8 marks)	Research and comprehensive discussion of a selected issue. (5-6 marks)	Some research was done and an attempt made at discussion of a selected issue. (3-4 marks)	Little/no evidence of research; discussion is not relevant to the issue. (0-2 marks)
Careful and neat presentation of all work	Research project presented neatly: little or no errors. (6 marks)	Research project presented neatly; only a few errors found. (4-5 marks)	Research project is acceptable, but could be neater. (2-3 marks)	Research project is untidy, with many errors. (0-1 marks)
				<b>Total: 50 marks</b>

Sketch map template

Title:

Name :  
Grade:



Scale: 1 cm represents \_ \_ \_ \_



Key



Total: 50 marks

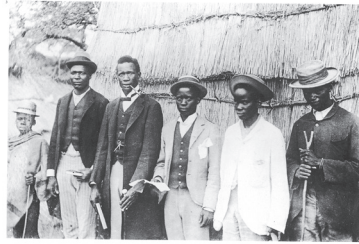
## History test

- Study and compare the two photographs below. Both show persons in colonial circumstances. In photograph A you see King Prembeh II of the Ashanti on the left with a British official, possibly the governor of the area. Photograph B shows five men with clothing usually seen as European.

A



B



- 1.1 What is the difference between the clothing and other possessions and adornments of the King in photograph A and the five men in photograph B? (2)
- 1.2 Explain where the King and the men probably got their clothing from. (2)
- 1.3 What does that tell you about the self-sufficiency (ability to do things for yourself) of many colonised areas? (2)
- 1.4 What kind of clothing is the British official wearing? (2)
- 1.5 What does that tell you about the way many European countries colonised areas in Africa? (2)
- 1.6 The headwear of the two men in photograph A differs. The British official is wearing the kind of helmet with swan feathers that governors in colonial areas usually wore. What is the effect of the high hat worn with a military uniform? (Hint: Think of what it looks like to the enemy fighting soldiers with such high headwear.) (2)
- 1.7 What do you notice about the way the two men in photograph A are looking at the camera? How do you respond to that? (2) [14]
2. "...if you the men of Ashanti will not go forward, then we will. We the women will. I shall call upon my fellow women. We will fight the white men." In a paragraph, state who spoke these words and explain under what circumstances they were spoken and what the longer-term results were. [8]
3. The Berlin Conference (1884) was held to divide Africa "peacefully" among European countries. In a paragraph, describe two results of the Conference and express your view, with a reason, on whether the results were "peaceful". [8]
4. Write an essay on the results of colonisation. Divide your essay as follows:
  - Paragraph 1: Introduction
  - Paragraph 2: What happened to borders
  - Paragraph 3: What happened to languages and names
  - Paragraph 4: Write your own answer to this question: Were there any benefits from colonisation?
  - Paragraph 5: Conclusion [20]

[TOTAL MARKS: 50]

**Intervention strategy: Strengthening skills**

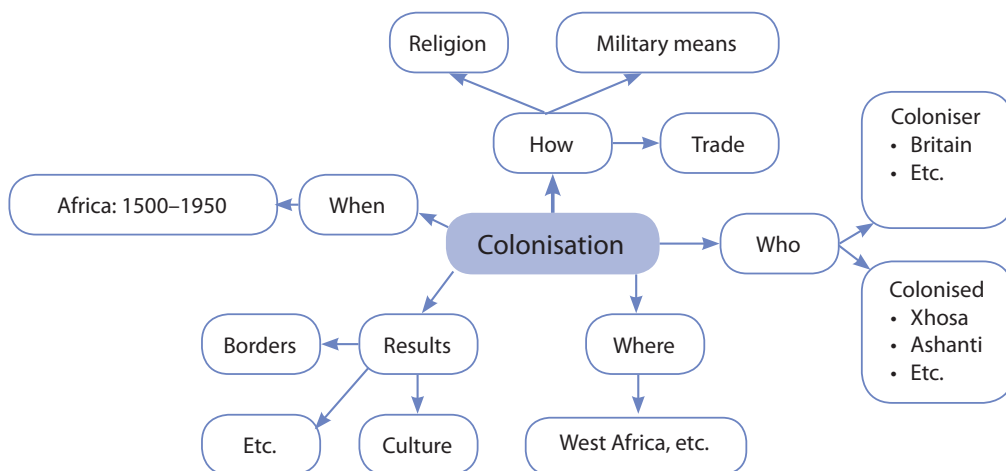
The History test for Term 3 sets high demands as learners need to **recall** a great deal of information, **interpret** sources in **creative** ways, **compare** different perspectives, **express own views** and **write** relatively extensive pieces.

- Look again at the intervention strategies on pages 15–16 that deal with the interpretation of sources and writing skills.
- Make sure that learners are familiar with the following key concepts relating to Term 3 (Module 6): Settler, settlement, slavery, colony, colonisation, resistance, society, comparison as applied to different historical concepts, historical source and evidence, point of view and bias, impact of historical events on a society; causality (cause and effect), conflict (land, cultural, racial)
  - For example, make cards with the key words and definitions and display these in the classroom.
  - Get learners to work in pairs: partner A writes key words on separate cards and partner B writes the definitions on the back. They can then shuffle the cards and “test” each other. Get them to use the words in sentences – this will promote comprehension and language development.

**Intervention strategy: Providing an overview for holistic understanding**

Learners also need to understand the big picture of links between industrialisation and colonisation. The industrial countries in Europe wanted raw materials for their factories and markets for the manufactured goods. They thought that Africa could provide both, so they competed for colonies in Africa. Industrialisation gave European countries technological advantages in weapons and transport that enabled them to colonise Africa so quickly.

- Help learners draw a graphic organiser (mind map) to tie the different concepts together, for example – see next page.
- Show learners how the history of the Ashanti kingdom is used as a detailed case study or example that illustrates in more details the concepts and bigger events in the first unit on European colonisation. This should help learners to form more concrete understandings of the general concepts and events.
  - For example, the way African countries were divided at the Berlin Conference without African people having a say, was reflected in the way Britain dealt with the Ashanti kingdom and the smaller states surrounding it that Britain brought together in the colony of the Gold Coast.
  - Another example is the general scramble by European countries to get as many resources as possible from Africa which is reflected in the specific actions by Britain to get gold from the area now known as Ghana.



### Intervention strategy: Providing an overview for holistic understanding

Consider the “Response to Intervention” (RTI) system which can be used to identify education needs through a series of increasingly intense interventions until the learner’s area of academic need is met or special education is recommended (see for example: <http://www.rtinetwork.org/learn/what/whatisrti>). It has three tiers or levels of intervention:

- **Tier 1** involves whole-class screening using the full official curriculum. It includes assessments like baseline assessments and behavioural observations and screenings to map progress and for teachers to spot learners who are struggling. Once a student is identified as “at risk”, they are given a specific amount of time to show progress. If the student does not improve according to expected norms, he or she moves to Tier 2.
- **Tier 2** involves targeted, specific instruction and tutoring (see page 18) related to a specific skill or concept. These students have lessons in smaller, group settings and receive more attention and guidance as they learn and practise using an appropriate method. Learners still receive Tier 1 whole-class teaching but break off into small group or individual sessions. If there is enough improvement, the learner returns to Tier 1. If there is no improvement the learner will move to Tier 3.
- At **Tier 3** the learner typically receives daily one-on-one instruction according to his or her identified need(s), but may also work in very small groups. The temporary special assistant allocated to your class could assist. However, it might now become necessary to involve a special learning needs specialist and data-based decision-making to evaluate the learner comprehensively and advise specialised methodologies and support. The learner could continue to spend most of the time in a general instruction classroom. If there is no satisfactory progress, the learner may be recommended for further evaluation and special education services.



## Geography controlled test

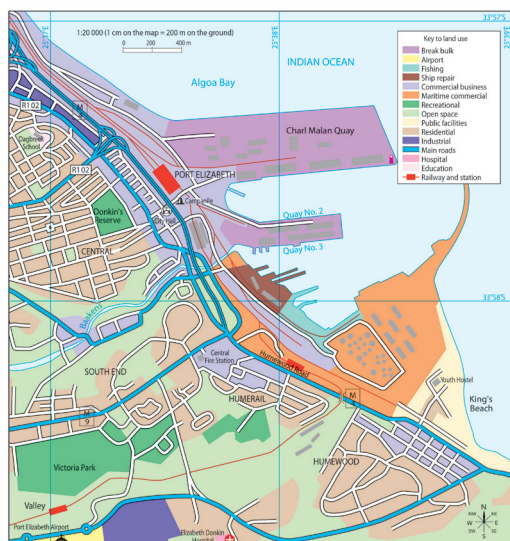
### Question 1

- 1.1 Complete the following sentences by using words from the list below.  
Write down only the numbers and answers.

commercial	orchards	rural
constructed	outlets	sanitation
employment	projections	temporary
guesses	provincial	urban
invented	pull	vertical
migrant	push	welfare
oblique	recreation	wheat-fields

- 1.1.1 Far to the northwest of the a. \_\_\_\_\_ centre of Durban  
you will find 12 houses in a small b. \_\_\_\_\_ settlement. (2)
- 1.1.2 Land-use zones in cities include \_\_\_\_\_ areas for traders. (1)
- 1.1.3 Many \_\_\_\_\_ where people could buy groceries close to  
home closed down during the pandemic. (1)
- 1.1.4 It is better to use a. \_\_\_\_\_ aerial photos to draw maps than  
b. \_\_\_\_\_ aerial photos. (2)
- 1.1.5 After a week in the countryside with only natural features  
around us, it was such a contrast to be surrounded by \_\_\_\_\_  
features again. (1)
- 1.1.6 The a. \_\_\_\_\_ workers in our city experience b. \_\_\_\_\_  
factors where they live, like poverty, so they respond to the  
c. \_\_\_\_\_ factors that promise a better life. (3)
- 1.1.7 Which is more important to you: your wealth, or your  
\_\_\_\_\_ and peace of mind? (1)
- 1.1.8 During a pandemic caused by viruses, proper \_\_\_\_\_ becomes  
extremely important. (1)
- 1.1.9 My brother advises fruit farmers with a. \_\_\_\_\_ of land where  
they can develop b. \_\_\_\_\_. (2) [14]
- 1.2 Study the land-use map of Port Elizabeth on the next page and  
answer these questions:
- 1.2.1 What difference is there between the street lay-out at  
the section of the city marked "Central" and the one marked  
"Humewood"? Give two possible reasons for the difference. (6)
- 1.2.2 There is a zone reserved for industrial use at the bottom  
of the map. Give one reason why it is situated here. (2)
- 1.2.3 Do you agree with the following statements?  
Give a reason for your answer by referring to the map.

- a. "Recreation is important for city planners in Port Elizabeth." (4)
  - b. "South End is an old residential area in Port Elizabeth." (2)
- 1.2.4 Referring to the map and giving your reason, is it easy for vehicle drivers to reach the harbour? (2)
- 1.2.5 Explain the function of a "quay". (2) [18]



1.3 Study this picture taken in Lusaka, Zambia, then answer the questions:



- 1.3.1 Name three examples of land use in the photograph. (6)
  - 1.3.2 The city planners made provision for a certain amount of traffic. Was their projection correct at this stage? Prove your answer with evidence from the photograph. (2)
  - 1.3.3 What is the specific service the fruit vendor offers to customers? (2) [10]
- 1.4 Study this picture below, then answer the questions:



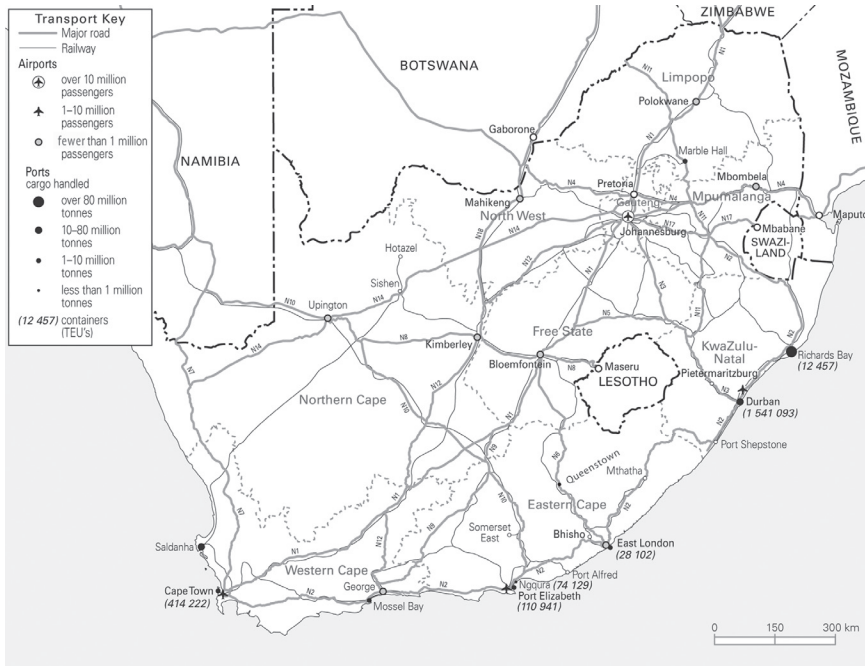
- 1.4.1 Which natural features can you see in this photograph? (2)
- 1.4.2 Which constructed features are there in the photograph? (2)
- 1.4.3 What is the function of each? (2)
- 1.4.4 Is this a rural or an urban scene? Give a reason for your answer. (2) [8]

## Question 2

2.1 Answer the following questions:

- 2.1.1 What is the trade of goods between countries called? (1)
- 2.1.2 What is another mode of transport, in addition to road, rail, sea and air? (1)
- 2.1.3 What is sea transport best suited for? (1)
- 2.1.4 What is a ro-ro ship? (1) [4]

2.2 Answer the questions on the map below:



- 2.2.1 There is a railway line running from Sishen to Saldanha. How is it clear from the map that it does not serve passengers? (2)
- 2.2.2 Are all the harbours on the map also ports? Explain your answer with evidence from the map. (2)
- 2.2.3 At which city is an airport with more than 10 million per year? (1) [5]
- 2.3 Explain in a paragraph of about 150 words what is meant by the idea that transport and trade are linked to each other. [8]
- 2.4 Write a paragraph of about 150 words in which you point out the advantages of subsidised public transport and whether you think minibus taxis should be subsidised. [8]

[TOTAL MARKS: 75]

# History controlled test

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## Question 1

- 1.1 In a book published in 1888 (*Tropical Africa*), the geologist Henry Drummond wrote:

“Why Africa should not belong to the Africans I have never quite been able to see, but since this continent is being rapidly partitioned out among the various European states, it is well, even in the African interest, to inquire into the nature and validity of these claims.”

(Vocabulary: rapidly: very fast; partitioned: divided; validity: logic, correctness)

Answer these questions on the quote:

- 1.1.1 Name a person who thought that Africa, “from the Cape to Cairo” should belong to Britain? (2)
- 1.1.2 Name any other European country that thought it could own parts of Africa. (2)
- 1.1.3 At which conference did the big division of Africa among European powers happen? (2)
- 1.1.4 Who called the countries together for this conference? (2)
- 1.1.5 Drummond wrote that Africa was “being rapidly partitioned”. How is this event known in history? (2)
- 1.1.6 What did Drummond think should happen? (2)
- 1.1.7 At the time when Drummond wrote, two African countries had been independent for many years. Which countries were they? (4)
- 1.1.8 Which colonised black African country first got its freedom? (2)
- 1.2 Study this photograph of women collecting water and answer the questions that follow:



- 1.2.1 Explain how the water system in this scene illustrates the way technology was brought from Europe to Africa. (4)
- 1.2.2 Women are seen carrying metal pots manufactured in Europe on their heads. How does this illustrate that European technology was replacing African technology? (2)

- 1.2.3 “Africans were losing their self-sufficiency.” What does self-sufficiency mean? (1)
- 1.2.4 In what ways did European technology assist European powers to conquer Africans? Name two ways. (2)
- 1.3 Write a paragraph of about 150 words in which you explain the causes of the “War of the Golden Stool” and how it ended. (8) [35]

## Question 2

- 2.1 The postcard below came from Canada, which was a British colony when it was posted. Answer the questions below.



- 2.1.1 Draw a timeline on which you place the following three events in chronological order. Also add the correct dates: (4)
- The Berlin Conference
  - The outbreak of World War I
  - The year the postcard was posted
- 2.1.2 Which words on the postcard can be linked to the ship's masts behind the lion? (2)
- 2.1.3 What idea should the lion bring across? (2)
- 2.1.4 What image is on the shield? Where else on the postcard can you see this image? What is the effect of this repetition of the image? (2)
- 2.1.5 One of the meanings of “irony” is when you use words without realising the other or deeper meanings of the words. What irony is there in the words “Britons never never never shall be slaves.”? (2)
- 2.1.6 What does this postcard tell you about the feelings across the British Empire before World War I? (2)



- 2.2 This photograph shows women doing hard physical work during World War I. Answer the questions about it.



- 2.2.1 Why were women doing this kind of work which was unusual for women at the time? (2)
- 2.2.2 What do you notice about the women's clothes that was unusual at the time? (2)
- 2.2.3 Name one effect which World War I had on the position of women. (2) [20]
- 2.3 During World War I governments used conscription and propaganda to try to get more support for their war efforts. Write an essay in which you describe and discuss critically such efforts. [20]

**[TOTAL MARKS: 75]**

# Baseline assessment answers

## Geography

Answers	Cognitive levels	Comments Learner...
1.1 lines of longitude (1)	L1	recalls information.
1.2 lines of latitude (1)	L1	recalls information.
1.3 b. (1)	L2	applies the skills of identifying the southern tip of Africa and the correct co-ordinates.
2. small (1)	L1	recalls information.
3. a. line (1)	L1	recalls information.
b. 30 km (1)	L2	applies knowledge of scales.
4.1 3,3 km (allow slight deviations) (2)	L2	applies map skills.
4.2 b. (2)	L3	applies map skills; interprets and evaluates.
5. weather (1)	L1	recalls information.
6.1 South Africa does not have large indigenous coniferous forests because its climate is not suitable for them. (There are a few indigenous coniferous trees in the Cederberg and Baviaanskloof.) (1)	L3	applies knowledge of climate and vegetation and reaches a conclusion.
6.2 pine tree (1)	L1	recalls information.
7.1 rural to urban (1)	L2	applies knowledge to a new situation.
7.2 losses of sheep due to drought (1)	L2	makes a link; deduces a conclusion.
7.3 child going to high school✓ Mrs Smith wanting to teach✓ (2)	L2	makes a link; deduces a conclusion.
8. b. (2)	L2	compares and concludes.
9.1 imports (1)	L1	recalls information.
9.2 exports (1)	L1	recalls information.
10.1 They had no own cotton or linen from which to make cloth. (1)	L2	recalls and concludes.
10.2 There was not enough natural salt in the south. (1)	L2	recalls and concludes.
10.3 They needed cheap labour. (1)	L2	recalls and concludes.
11. Any acceptable examples, e.g. camels to carry salt✓ ships to carry spices✓ ships to carry slaves✓ ox wagons for the interior in South Africa✓ introductory sentence✓ conclusion✓ (5)	L2	uses information and explains.

[TOTAL MARKS: 30]



# History

Answers	Cognitive levels	Comments Learner...
1.1 Timbuktu (1)	L1	recalls information.
1.2 Mansa Musa (1)	L1	recalls information.
1.3 trade (2)	L2	recalls information and compares.
2. b. (2)	L2	recalls information and compares.
3. E.g. slaves were taken to work on cotton and sugar plantations; these goods were transported to Britain on one of the legs of the Transatlantic Trade triangle;✓ the goods were used in Britain to produce commodities✓ (2)	L3	uses information as evidence for argument.
4. b. (2)	L2	recalls information and compares.
5. colonisation (2)	L2	applies historical concept.
6. a. 16 (1) b. 8 (1) c. 9 (1) d. 6 (1) e. 7 (1) f. 11 (1) g. 13 (1)	L2	applies historical concept.
7. sources of raw materials / new markets (2)	L1	recalls information.
8. The best answer is "no". Missionaries✓✓ and politicians✓✓ also had an interest. Accept other relevant answers, e.g. that many British people believed they had a holy calling to "civilise" the rest of the world. (4)	L2	recalls information and compares.
9. The colonies occurred all over the globe. As the Earth is round, there was always a part of the British Empire on which the sun shone. (2)	L2	interprets source.
10. armed conflict or war (2)	L2	explains cause and effect.
11. E.g. such a country will be able to rely on advanced technology✓ have access to raw materials✓ factories to manufacture heavy armoury or enough finances to buy them✓ (3)	L3	interprets source, explains information and concludes.

[TOTAL MARKS: 30]

## Geography

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1. 1.1 degrees and minutes (2)
- 1.2 the latitude and longitude of a place (2)
- 1.3 A ratio scale shows the ratio of 1 cm on the map to the number of centimetres on the ground. ✓ A word scale expresses the same information in a sentence. (2)
  - 1.4.1 a. Explains time zones ✓ b. Shows the tilt of the Earth's axis ✓. (2)
  - 1.4.2 b. (2)
- 1.5 The regular path of a satellite around a body like the Earth or Moon. (2)
2. 2.1 line scale (2)
- 2.2 6 000 km (2)
- 2.3 a. 04:00 (2)
- b. 13:00 (2)
- 2.4 04:00 (4)
3. day and night (2)
4. He had crossed the International Date Line and lost a day. (2)
5. a. revolves (2)
- b. one year OR 365¼ days (2)
- c. seasons (2)
6. 6.1 northern (1)
- 6.2 summer (1)
- 6.3 21 June (2)
- 6.4 90 (2)
- 6.5 b. (2)
- 6.6 Y (2)
7. Best answer: Yes. Reason, e.g. explain tilt ✓ graph line follows the seasons and rise and fall of temperature ✓ as the seasons change ✓ with the tilting of the Earth's axis. ✓ (4)
8. a. (2)

**[TOTAL MARKS: 50]**

# History

1. 1.1 contract (2)
- 1.2 They looked for a better life. (2)
- 1.3 work in sugar plantations (2)
- 1.4 They were separated as different family members were allocated to different plantation owners. (2)
- 1.5 Yes – after five years if they wanted to. (2)
2. 2.1 Cecil John Rhodes (2)
- 2.2 He made a huge fortune from diamonds in South Africa. (2)
- 2.3 A staff that shows his position as king ✓ an axe with which he could hurt or destroy opponents. ✓ (4)
- 2.4 Different mines were united or consolidated into one company. (2)
- 2.5 monopoly (2)
3. Use the rubric below. Learners should include any three with brief explanations: ✓✓✓✓✓ Wealth amassed from the Transatlantic slave trade ✓ Changes in farming ✓ Natural resources ✓ Changes in technology ✓ New forms of transport / Introduction ✓ and conclusion ✓ (8)

Level 1	<ul style="list-style-type: none"> <li>Uses evidence in an elementary manner, e.g. shows little or no understanding.</li> <li>Uses evidence partially to report on topic or cannot report on topic.</li> </ul>	Marks: 0–2
Level 2	<ul style="list-style-type: none"> <li>Evidence is mostly relevant and relates to a great extent to the topic.</li> <li>Uses evidence in a very basic manner.</li> </ul>	Marks: 3–5
Level 3	<ul style="list-style-type: none"> <li>Uses relevant evidence, e.g. demonstrates a thorough understanding.</li> <li>Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul>	Marks: 6–8

4. Use the rubric on pages 139–140 of the GET CAPS Amendments. Learners should refer to:  
 Industrial Revolution ✓ Some employers were concerned about the way that workers were treated. ✓ Robert Owen ✓ by the time he was 30 he owned one of the biggest cotton mills in Britain. ✓ Treated his workers well ✓ built better houses ✓ schools ✓ provided free medical care. He hoped that other factory owners would follow his example ✓ but few did, ✓ believed that working conditions would improve if trade unions acted together. ✓ 1833, he formed the Grand National Consolidated Trade Union (GNCTU) ✓ within a week half a million members ✓ which included workers from farms, factories and mines. ✓ Government worried labour movement would get too strong, ✓ working people would keep pushing to get more rights and even the vote ✓ arrested six farm workers sentenced them to work as convicts in Australia ✓ Robert Owen led a protest of 30 000 workers ✓ government refused petition. ✓ GNCTU grew weaker ✓ disagreements among its members ✓ actions by employers, ✓ backed by government. ✓ (20)

## Geography controlled test answers

### Question 1

- 1.1 a. equator d. minute h. solstice  
 b. Greenwich e. axis i. equinox  
 meridian f. rotation j. atmosphere (10)  
 c. co-ordinates g. time zone
- 1.2 B (4)
- 1.3.1 Mapungubwe (2)  
 1.3.2 Correct (2)  
 1.3.3 +/- 640 km (2)  
 1.3.4 1: 5 000 000 (2)
- 1.4 The difference is 30° as South Africa is to the East of Greenwich.  
 Every 15° represents 1 hour. The difference in time is therefore  
 two hours (15 x 2). (2)
- 1.5 Summer (1) [25]

### Question 2

- 2.1 a. vapour f. rain shadow k. humidity  
 b. condensation g. relief l. precipitation  
 c. evaporation h. plateau m. anemometer (13)  
 d. windward i. coastal plain  
 e. leeward j. escarpment
- 2.2.1 One finds the same average annual temperature. (4)  
 2.2.2 Tropic of Cancer and 40°N (2)  
 2.2.3 It lies below 40°S, close to the Antarctic Circle. (2)
- 2.3.1 Significant differences in both summer and winter  
 temperatures (2)  
 2.3.2 Two different sea currents ✓ one warm at Durban, one  
 cold at Port Nolloth (4)  
 2.3.3 It is in the rain shadow of mountains to the south. (2)
- 2.4.1 fairly high temperatures, little rainfall (4)  
 2.4.2 Klein Karoo (1)
- 2.5 Use the rubric on page 34. Learners should refer to temperature, ✓✓  
 humidity, ✓✓ wind ✓✓ and precipitation ✓✓ with brief explanations. (8)
- 2.6 Use the rubric on page 34. Learners should refer to Southeast Asia  
 where moist winds blow from the sea over India and the Himalayas. ✓✓  
 Places on the windward side of the Himalayas get much more rain  
 than the leeward side to the north. ✓✓ This is why the wet tropical  
 and temperate regions are south of the mountains, ✓✓ and the dry  
 desert and semi-desert regions are to the north. ✓✓ (8) [50]

## History controlled test answers

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### Question 1

- 1.1.1 haystack (1)
- 1.1.2 feeding hay into the machine (1)
- 1.1.3 catching the threshed hay (1)
- 1.1.4 They drive the machine. (1)
- 1.1.5 threshing wheat (2)
- 1.1.6 a. This threshing machine was not yet fully automated ✓ as there were still men doing physical work ✓ and the horses were used. ✓ However, it did take away much work from humans. ✓ (4)
- b. No, this was not true. ✓ Farm workers rose in rebellion, ✓ e.g. the Swing Riots. ✓ Government acted against rioters. ✓ (4) [14]
- 1.2.1 supports for the underground mine (2)
- 1.2.2 to convey the rocks with diamonds (2)
- 1.2.3 more industrial goods were required ✓✓ beginning of South Africa's Industrial Revolution ✓✓ (4)
- 1.2.4 e.g. men having no protective gear ✓ men standing on the ledge (2)
- 1.2.5 e.g. Eastern Cape, Natal (2)
- 1.2.6 c. (1) [13]
- 1.3 Use the rubric on page 35. Learners should refer to three of: people making goods (such as cloth) by hand, ✓✓ in their homes ✓✓ or in small workshops. ✓✓ These were called cottage industries. These goods were usually sold at local markets. ✓✓ Introduction ✓ Conclusion ✓ [8]

### Question 2

- 2.1.1 working on diamond mines (2)
- 2.1.2 could control workers ✓ workers not allowed outside ✓ could check for smuggled diamonds ✓ (4)
- 2.1.3 They could vote. ✓ They had scarce skills, so mine owners did not want to lose them. ✓ (2)
- 2.1.4 men came to work from their homes far away for a limited time ✓ mine owners did not want them to acquire too many skills ✓ (2)
- 2.1.5 The conditions might have improved later. (2) [12]
- 2.2.1 Lourenço Marques (1)
- 2.2.2 That was when gold was discovered, so Britain hoped to get the transport to the mines done from Durban. (1)
- 2.2.3 Lourenço Marques, Durban (2)
- 2.2.4 5 (2)
- 2.2.5 e.g. rapid industrial growth (2) [8]

2.3 Use the rubric on pages 139-140 of the GET CAPS Amendments.

Learners should refer to: deserted their jobs in the middle of a contract ✓  
happened more often in the worst compounds ✓ boycotted the mines ✓  
refused to sign up. ✓ Many went to work for the railways or in the towns  
instead. ✓ Some resisted in small ways, ✓ by working slowly, ✓ breaking  
tools, or pretending that they did not understand instructions. ✓ Many  
had other interests outside work. / For example, they formed soccer teams  
and ✓ played music ✓ strike / to refuse to work as a form of protest  
against working conditions or wages. ✓ In the early days of the gold  
mining industry, there were a number of small strikes, but they were  
not very successful, ✓ a number of small strikes by black workers on  
different mines. ✓ They were all stopped by the police or the army ✓  
but in some cases the Chamber of Mines was forced to improve  
conditions in the compounds. ✓ own views ✓

[20]

## History test

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1. 1.1 Examples of what learners can mention – they must show that they see the difference between indigenous traditions and colonial influences: The King has traditional wear (kente cloth) which is loose and probably colourful, traditional adornments like shells, large finger rings and the tail of an animal (cow?) on a short stick. The five men in photograph B have formal suits and hats (boaters); one has a walking stick and watch-chain showing and two seem to have books. (The person on the left has a mixture of a European-style hat and traditional blanket.) (2)
- 1.2 The King was probably in the Gold Coast (which included the previous Ashanti kingdom) and the men probably bought it from a European trader. (2)
- 1.3 Many European goods manufactured in factories in Europe replaced locally made products in Africa. (2)
- 1.4 a military uniform (2)
- 1.5 European colonisers generally used military means to obtain territories. (2)
- 1.6 It makes the soldier appear taller and more fearsome. (compare bearskin hats). (2)
- 1.7 The King appears to be looking down, while the official is looking straight at the camera (even if he does look rather uncertain). It appears that the King senses some irritation ✓ resistance ✓ inferiority? (2) [14]
2. Use the rubric on page 35. Learners should refer to: The Ashanti queen mother (Yaa Asantewaa) spoke the words. ✓ During the “War of the Golden Stool” the Ashanti made a final attempt to fight the British. ✓ The British sent a large Army. The Ashanti leaders discussed giving in to the British. ✓ This was when the queen mother spoke up. ✓ However, in 1902 the Ashanti were defeated, and became a part of the colony called the Gold Coast. ✓ The Queen was exiled, but remains a heroine. ✓ Introduction. ✓ Conclusion. ✓ [8]
3. Use the rubric on page 35. Learners should refer to any two of: European countries competed to grab parts of Africa quickly. ✓ ✓ By 1913, the whole of Africa was divided up into colonies (except Ethiopia and Liberia). ✓ ✓ The rights of African people were ignored. ✓ ✓ Introduction ✓ Own conclusion with a reason, learners should understand the irony of “peaceful”. ✓ [8]



4. Use the rubric on pages 139–140 of the GET CAPS Amendments.

Learners should refer to:

Europeans countries divided up Africa by making borders between the different colonies, ✓ for example at the Berlin Conference in 1884. ✓

Sometimes these borders divided kingdoms and chiefdoms. ✓

European colonisers brought their own languages, ✓ such as English,

French and Portuguese, ✓ and forced people to use them. ✓ They changed

the names of places ✓ and gave them European names. ✓

Learners express their views on possible benefits or not [this part should count up to 25% of the total]:

Possible benefits: The Europeans also brought some benefits to Africa. They introduced Western education, medicine and technology, and introduced sports such as soccer and cricket. ✓

Negative effects: Any of the ways colonialism affected African people, e.g. the way they were ruled, ✓ mistreated, ✓ seen as second-class citizens. ✓ culture disregarded, ✓ etc. ✓

Both negative and positive with evidence. ✓

[20]

## Geography controlled test answers

---

### Question 1

- 1.1.1 a. urban
- b. rural (2)
- 1.1.2 commercial (1)
- 1.1.3 outlets (1)
- 1.1.4 a. vertical
- b. oblique (2)
- 1.1.6 a. migrant
- b. push
- c. pull (3)
- 1.1.7 welfare (1)
- 1.1.8 sanitation (1)
- 1.1.9 a. projections
- b. orchards (2) **[14]**
- 1.2.1 “Central” has a formal, rectangular lay-out; “Humewood”  
a more informal, flowing one. More luxurious, open areas  
often have a more informal lay-out; it could be because  
of topography. (6)
- 1.2.2 It is close to the airport. (2)
- 1.2.3 a. Probably; Yes. There are plenty open spaces as well as  
a seaside. (4)
- b. Yes. It is not the southern end of the city anymore.  
(It in fact does have an old history.) (2)
- 1.2.4 Yes, there are various main roads leading down towards  
the harbour. (2)
- 1.2.5 A space at a harbour where ships moor (2) **[18]**
- 1.3.1 road transport ✓ offices ✓ vending space ✓  
(possibly also shops) (6)
- 1.3.2 No. There is a wide “boulevard” but very little traffic. (2)
- 1.3.3 They can buy “on the go”. (2) **[10]**
- 1.4.1 trees, grass (2)
- 1.4.2 merry-go-round, sport facility ✓ high fence, park bench (2)
- 1.4.3 natural features: to create a green space for recreation ✓  
constructed features: to create facilities for recreation (2)
- 1.4.4 urban – the merry-go-round is typical of playground  
facilities that urban children probably need more than  
rural children (2) **[8]**

## Question 2

- 2.1.1 foreign trade (1)
- 2.1.2 pipeline (1)
- 2.1.3 moving large, heavy, bulky goods over long distances (1)
- 2.1.4 roll-on/roll-off carrier for vehicles (1) [4]
- 2.2.1 There are very few towns along the way and it runs through a dry, desolate area. (2)
- 2.2.2 Yes. They all handle cargo. (2)
- 2.2.3 Johannesburg (1) [5]
- 2.3 Use the rubric on page 34. Learners should include: Trade is usually not possible without transport,✓ as the goods being traded need to be moved from one trading partner to the other.✓ As a result, where there is a demand for trade, efforts are made to provide the transport needed for this trade.✓ In this way, transport responds to trade.✓ People build new routes and try to improve ways of transporting goods more quickly, more cheaply and more safely.✓ With new developments in transport, the nature of goods traded changes, and new trading partnerships become possible. So trade can also respond to transport.✓ Introduction✓ Conclusion✓ [8]
- 2.4 Use the rubric on page 34. Learners should include:  
In a subsidised public transport system, government makes a financial contribution, called a subsidy,✓ toward the costs of the system so that commuters can pay less.✓ The subsidy can be a direct payment to the operator of the system,✓ or it can be an indirect subsidy, such as waiving toll fees or lowering the price of petrol for public transport.✓ to encourage its use. More people using public transport means less congestion and less pollution.✓ Minibus taxis are not subsidised at present, though they might be in the future.✓ Introduction✓ Own conclusion✓ [8]

[TOTAL MARKS: 75]

## History controlled test answers

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- 1.1.1 CJ Rhodes (2)
- 1.1.2 E.g. Germany, Belgium, France (2)
- 1.1.3 Berlin Conference (2)
- 1.1.4 Bismarck (2)
- 1.1.5 The Scramble for Africa (2)
- 1.1.6 People should have asked whether they were doing the right thing. (2)
- 1.1.7 Liberia, Ethiopia (4)
- 1.1.8 Ghana (2)
- 1.2.1 The tank, pipes and tap came from Europe - examples of technology from Europe, manufactured in Europe. Such technology was often made using raw materials from colonies. (4)

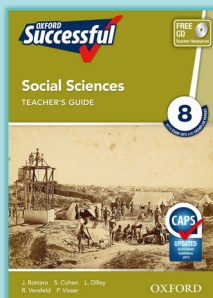
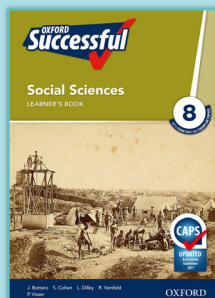
- 1.2.2 They used to have self-made clay (or other local material) pots. These were now being replaced. (2)
- 1.2.3 ability to care for yourself (1)
- 1.2.4 European countries had better transport ✓ and better weapons. ✓ (2)
- 1.3 Use the rubric on page 35. Learners should include: From 1874 Britain tried to conquer the Ashanti kingdom. ✓ The British demanded that the Ashanti hand over the Golden Stool, ✓ the symbol of the Ashanti king's authority. ✓ But the Ashanti refused and hid the Golden Stool. ✓ While the British were looking for the Golden Stool, the Ashanti made a final attempt to resist a British takeover of their kingdom. ✓ The British sent a large army. ✓ Although they managed to hide the Golden Stool, the Ashanti could not keep their independence. In 1902, they were defeated, and became a British colony. ✓ Introduction and conclusion ✓ [8]
- 2.1.1 Berlin Conference 1884 – Postcard 1898 – WWI 1914 (4: Correct dates ✓✓ Correct order ✓✓) (4)
- 2.1.2 “Britannia rules the waves” (2)
- 2.1.3 power ✓ domination (2)
- 2.1.4 Union Jack ✓ on stamp ✓ strengthening nationalistic feelings (2)
- 2.1.5 Britain traded and made many slaves (2)
- 2.1.6 very nationalistic (2)
- 2.2.1 Many men were at the front or elsewhere as soldiers. (2)
- 2.2.2 They are wearing trousers (also boots). (2)
- 2.2.3 Women made progress (slowly) towards equality, e.g. getting right to vote. (2) [20]
- 2.3 Use the rubric on pages 139–140 of the GET CAPS Amendments. Learners should refer to: At the beginning of the war, men in Britain could choose whether or not to join the army. ✓ The government used propaganda (information that the government wants you to believe) to encourage them to sign up. ✓ Posters ✓ appealed to men's sense of duty to their country, ✓ or to their feeling of responsibility to protect their families. ✓ By 1916, so many men had been killed that no one wanted to volunteer anymore. ✓ The governments on both sides then forced men to join the army. ✓ This is called conscription. ✓ Those who refused were put in jail and treated badly. ✓ The government used propaganda for other purposes too, ✓ such as encouraging women to work in the factories or to save food. ✓ It also used propaganda to control and influence what people thought. ✓ For example, it wanted to stir up anger and hatred of the enemy. ✓ Newspapers in Britain therefore published untrue stories about terrible actions by German soldiers. ✓ Newspapers also published false information about the war to make people think that they were winning. ✓ Accurate news about the number of soldiers killed or the terrible conditions were not reported. ✓ It was not only the British government that used propaganda in this way. ✓ All governments controlled the information that was published and made the enemy seem evil and cruel. ✓ [20]

# INTERVENTION GUIDE

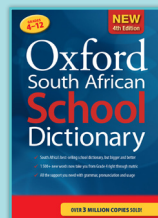
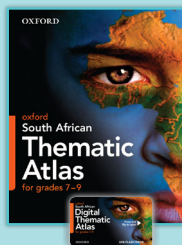
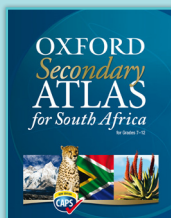
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