



PLANNER & TRACKER

Social Sciences Grade 8

- *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 8 Learner's Book*. The answers to the worksheets can be found in the *Oxford Successful Social Sciences Grade 8 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 47	History Term 1	TG page 61
Geography Term 2	TG page 76	History Term 2	TG page 89
Geography Term 3	TG page 105	History Term 3	TG page 118

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

Geography: Locate places using degrees and minutes	TG page 38
History: Changes during the Industrial Revolution in Britain	TG page 58
History: Southern Africa by 1860	TG page 63
History: The countries of World War I	TG pages 142–143

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

Examination worksheets

Mid-year exam	TG page 159
End-of-year exam	TG page 163

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

Mid-year exam	TG page 167
End-of-year exam	TG page 176

TERM 1

Progress tracker for Oxford Successful Social Sciences Grade 8 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	<p>Orientation Revise concepts from Grade 7 Term 1</p> <p>Introduction to topic</p> <p>Maps and atlases</p> <ul style="list-style-type: none"> • Kinds of scale in an atlas (world, regional, local) • Introduce ratiion scales (number scales) • Calculate distances between settlements using different scales • Locate major current events or places in the news on a map • Using the atlas index to find places on a map 			1,5 hours		
2-4	<p>Additional Activity Locate places using degrees and minutes Teacher resource booklet pg. 53</p>		Module 1 Unit 1 LB: pp. 8-15	4,5 hours		
5-7	<p>The globe</p> <ul style="list-style-type: none"> • Hemispheres (review from Grade 6) • The Earth's rotation on its axis: day and night • World time, time zones and the International Date Line • The Earth's revolution around the Sun • The angle of axis, equinox, solstice and the change in angle of the midday sun 	<p>Geography Activity Interpret diagram of the seasons Teacher resource booklet pg. 20</p>	Module 1 Unit 2 LB: pp. 16-22	4,5 hours		

	<ul style="list-style-type: none"> Seasonal changes in lengths of day and night Seasonal temperature changes 						
8	<p>Satellite images</p> <ul style="list-style-type: none"> What a satellite looks like Information from satellite images: water, vegetation, land use and cloud patterns How satellite images are used 	Module 1 Unit 3 LB: pp. 23-24	1,5 hours				
10–11	Revision and assessment						

TERM 2

Progress tracker for Oxford Successful Social Sciences Grade 8 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
1-6	<p>Factors that influence temperature and rainfall and South Africa's climate</p> <ul style="list-style-type: none"> Distance from the equator (latitude): compare Mbombela and George Physical map of South Africa to show location of cities Distance from the sea: compare Johannesburg and Cape Town Ocean currents: compare Durban and Port Nolloth Mountains (relief): compare Umtata and Durban Differences between weather and climate Elements of weather: temperature, humidity, winds, precipitation 		Module 3 Unit 1 LB: pp. 48-53	7,5 hours		
7-8	<p>Climate around the world</p> <ul style="list-style-type: none"> Kinds of climate: tropical, subtropical, temperate Bar and line graphs Kinds of climate: desert, semi-desert, continental, polar, Mediterranean, tundra and high mountain 	<p>Geography Activity Read and interpret graphs Teacher resource booklet pg. 22</p>	Module 1 Unit 3 LB: pp. 60-68	3 hours		

9	<p>Climate regions of the world</p> <ul style="list-style-type: none"> • Map with climate regions • Links between climate regions and factors that influence temperature and rainfall 			1,5 hours	
10–11	<p>Revision and assessment</p>	<p>Mid-Year Exemplar exam Teacher resource booklet pg .36</p>	<p>Revision assessment LB p. 70; TG p. 79</p>	3 hours	

TERM 3

Progress tracker for Oxford Successful Social Sciences Grade 8 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	<p>Rural settlements</p> <ul style="list-style-type: none"> Types of rural settlements including economic activities Introduce project for submission later in the term 		Module 5 Unit 1 LB: pp. 94-97	1,5 hours		
2-3	<p>Urban settlements</p> <ul style="list-style-type: none"> Land use within urban settlements, including the central business district and zones for light and heavy industry Residential areas (high, middle and low income), shopping centres, services and recreation Focus only on the characteristics of land use 		Module 5 Unit 1 LB: pp. 98	3 hours		
4-5	<p>Land use on aerial photographs and large-scale maps</p> <ul style="list-style-type: none"> What aerial photographs look like (oblique and vertical) Information from aerial photographs: natural and constructed features Identifying land uses in urban settlements 		Module 5 Unit 2 LB: pp. 99-102 Module 5 Unit 3 LB: pp. 103-107	3 hours		

TERM 4**Progress tracker for Oxford Successful Social Sciences Grade 8
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	<p>Trade and transport around the world</p> <ul style="list-style-type: none"> • Reasons for trade (Review from Grade 6) • Links between trade and transport • Different modes of transport and their uses: sea, air, road, rail and pipeline 		Module 7 Unit 1 LB: pp.136-139	3 hours		
3-4	<p>Trade and transport in South Africa</p> <ul style="list-style-type: none"> • Major roads, railways, airports and harbours in South Africa (map) • Case study of a selected South African harbour • Advantages and disadvantages of road and rail transport • Requirements for future transport networks 		Module 7 Unit 2 LB: pp. 140-146	3 hours		
5-6	<p>People and transport in urban areas</p> <ul style="list-style-type: none"> • Public transport systems in urban areas, such as buses and trains • Private modes of transport, such as cars and bicycles 		Module 7 Unit 3 LB: pp. 147 - 154	3 hours		

7–10	<ul style="list-style-type: none"> • Transport issues, such as cost for commuters, traffic congestion and pollution • Public transit strategies such as rapid transit systems, subsidised public transport, bus and cycle lanes, park and ride and car-free zones 	End year exemplar Teacher Resource booklet pg. 44	Revision assessment LB pp. 156	6 hours		
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TERM 1

Progress tracker for Oxford Successful Social Sciences Grade 8 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 to Grade 8</p> <p>Revise concepts from Grade 7</p> <p>Introduction to the topic: The Industrial Revolution in Britain and Southern Africa</p>			1,5 hours		
2–5	<p>Changes during the Industrial Revolution in Britain</p> <ul style="list-style-type: none"> • Discuss the types of revolutions • The economy before the Industrial Revolution • What was the Industrial Revolution? • Social changes during the Industrial Revolution • Urbanisation and changing living conditions • Lives of the working class, including overcrowded housing, poverty and workhouses • Mines and factories • Child labour in the mills and mines • Labour resistance • Trade union movements and working-class organisations 	<p>Additional Activity</p> <p>Changes during Industrial Revolution in Britain wordsearch Teacher resource booklet pg. 55</p>	Module 2 Unit 1 LB: pp. 28-36	6 hours		

	<ul style="list-style-type: none"> Increased power and wealth of Britain and Western European economies 					
6–7	<ul style="list-style-type: none"> Southern Africa before 1860 Map and brief description of political settlement Indentured labour from India to work on sugar plantations India as a British colony Reasons why Indian labour was imported to Natal Conditions under which indentured labourers lived and worked Passenger Indians 1867 onwards 		Module 2 Unit 2 LB: pp. 37-40	3 hours		
8–9	<ul style="list-style-type: none"> Diamond mining in Kimberley 1867 onwards British take-over of diamond-rich land in Griqualand West Diamond mining and the development of monopoly What happened to black claim-owners Formation of companies Cecil John Rhodes and Barnato Regulating supply and the price of diamonds 		Module 2 Unit 3 LB: pp. 41-44	3 hours		
10–11	Revision and assessment		Revision assessment LB p. 46	3 hours		

TERM 2

Progress tracker for Oxford Successful Social Sciences Grade 8 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>Revise from Term 1</p> <ul style="list-style-type: none"> The definition of the concept, Industrial Revolution in Britain Changes during the Industrial Revolution in Britain People living in South Africa by 1860 The discovery of diamonds and the British take-over of diamond-rich land in Griqualand West Diamonds mining (focusing on the monopoly that developed and labour issues)- 	<p>Additional Activity South Africa by 1860 crossword Teacher resource booklet pg. 56</p>	Module 2 Unit 3 LB: pp.41-44	1,5 hours		
2–3	<p>Britain, diamond mining and increasing labour control and land expansionism</p> <ul style="list-style-type: none"> Increasing control over black workers: closed compounds and migrant labour Further land dispossession and defeat of African kingdoms: Xhosa (1878) and Pedi and Zulu (1879) The conditions underground 		Module 4 Unit 1 LB: pp. 72-76	3 hours		
4–6	<p>Deep-level gold mining on the Witwatersrand: 1886</p>	<p>History Activity Explore how the gold industry worked</p>	Module 4 Unit 2 LB: pp. 77-90	4,5 hours		

	<ul style="list-style-type: none"> • The Randlords and the formation of the Chamber of Mines • Impact of migrant labour on families • Skilled and unskilled white workers • Anti-Indian legislation • Forms of labour resistance • The city of Johannesburg 	Teacher resource booklet pg. 32				
7–8	<p>The mineral revolution as a turning point in South African history</p> <p>The shifting balance of power:</p> <ul style="list-style-type: none"> • Defeat of the Boer Republics in 1902 • African Political Organisation (APO) in 1902 • Transvaal Indian Congress (TIC) in 1903 • Bambatha Rebellion in 1906 • Union in 1910 <p>Formation of South African Native National Congress (SANNC) in 1912 (later renamed ANC):</p> <ul style="list-style-type: none"> • Satyagraha Campaign of 1913–1914 • Land Act of 1913 • Map of southern Africa in 1913 compared to 1860 			3 hours		
9–11	Revision and assessment		Revision assessment LB: pp. 92	4,5 hours		

TERM 3**Progress tracker for Oxford Successful Social Sciences Grade 8
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>Revise the following topics:</p> <ul style="list-style-type: none"> • The impact of Transatlantic slave on Africa • How the growth of industrialisation in Europe paved the way for the scramble for Africa • Introduction to the topic: The scramble for Africa 			1,5 hours		
2–5	<p>European colonisation of Africa in the late 19th century</p> <ul style="list-style-type: none"> • Berlin Conference of 1884 • Map of Africa showing different colonising countries • Causes of colonisation • Patterns of colonisation: which countries colonised which parts of Africa • Why European powers were able to colonise Africa so quickly <ul style="list-style-type: none"> • Results of colonisation 	<p>History Activity Analyse effects of colonisation on Africa Teacher resource booklet pg. 34</p>	Module 6 Unit 1 LB: pp. 116-125	6 hours		
6–8	<p>Case study: The Ashanti kingdom</p> <ul style="list-style-type: none"> • The Ashanti and their early contact with European traders and explorers 		Module 6 Unit 2 LB: pp. 126-132	4,5 hours		

9-11	<ul style="list-style-type: none"> • The British and the colonisation of the Gold Coast • Results of colonisation for the Ashanti kingdom and Britain 		Revision assessment LB: pp. 134	4,5 hours		
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TERM 4**Progress tracker for Oxford Successful Social Sciences Grade 8
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	Reasons why World War I broke out <ul style="list-style-type: none"> • Nationalism • Industrial economies • Control of seas • Colonisation and empires 	Additional Activity The countries in WW I Teacher resource booklet pg. 57		1,5 hours		
2	Reasons why World War I broke out: immediate cause <ul style="list-style-type: none"> • The assassination of the Archduke of Austria at Sarajevo • Countries in Europe that fought: The Allied Powers vs the Central Powers 		Module 8 Unit 1 LB: pp. 158-161	1,5 hours		
3-4	Aspects of experiences in World War I <ul style="list-style-type: none"> • Conscription and propaganda in Britain • Conscientious objectors • Trench warfare on the Western Front • Music and poetry • World War I and South Africa: • Battle of Delville Wood in 1919 • Sinking of Mendi in 1917 		Module 8 Unit 2 LB: pp. 162-169	3 hours		

5-6	<p>Women in Britain during World War I</p> <ul style="list-style-type: none"> • The changing roles of women in the workplace in Britain in World War I • Emmeline Pankhurst and the campaign for the vote for women • in Britain • The defeat of Germany and the Treaty of Versailles 		<p>Module 8 Unit 2 LB: pp. 170-174</p> <p>Module8 Unit 4 LB:pp. 175-176</p>	3 hours		
7-10	Revision and assessment	End of year exemplar Teacher Resource booklet pg. 47	Revision assessment LB: pp. 178	6 hours		

Worksheet: Geography Term 1

Activity: Interpret a diagram of the seasons

Name: _____ Class: _____

Use the diagram on page 22 of the Learner's Book to answer these questions.

1 Name the lines of Latitude 1 and 5.

1:

5: [2 × 1 = 2]

2 Name path 6, in which the Earth travels around the sun.

..... [1]

3 What do the lines numbered 7 represent?

..... [1]

4 Give an example (choose from globes 8, 9, 10 or 11) on the diagram of:

4.1 Where there is 24 hours daylight.

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

4.2 Where there is 24 hours darkness.

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

4.3 Where every part of the Earth experiences 12 hours night and 12 hours day.

..... (1)
[3]

5 Match positions 8, 9, 10 and 11 on the diagram with the days of the year when the Earth is in these positions.

8: 10:

9: 11: [4 × 1 = 4]

6 Explain why:

6.1 the southern hemisphere has summer when the Earth is in position 9.

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

(2)

6.2 the southern hemisphere has winter when the Earth is in position 11.

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

(2)

[4]

7 Decide whether:

7.1 your days become longer or shorter as you move between positions 10 and 9 if you lived at the Tropic of Cancer.

.....

(1)

7.2 your days become longer or shorter as you move between positions 10 and 9 if you lived at the Tropic of Capricorn.

.....

(1)

[2]

8 Evaluate this statement: The seasons are caused by the fact that the Earth is tilted on its axis.

.....
.....

[3]

Total: 20 marks

Worksheet: Geography Term 2

Activity: Read and interpret graphs

Name: _____ Class: _____

- 1 Use the graphs and other information on pages 64 to 66 of the Learner's Book to help you complete the table below.

Kind of climate	Highest monthly temp (°C)	Lowest monthly temp (°C)	Temperature range (°C)	Highest monthly rainfall (mm)	Lowest rainfall (mm)	Annual rainfall (mm)
Equatorial	29	28	1	260	170	2 415
Tropical		25		380	0	1 492
Subtropical						
Temperate	26	11	15	150	50	
Mediterranean		10	18	75	0	534
Continental	21	-9	30	100		1 047
Tundra	9		37	60	20	427
Polar		-25		25	5	203
Semi-desert	16	-24		60	2	217
Desert	29	12	17		0	54

[10]

- 2 Use your table to help you say which kind of climate has:
- 2.1 the lowest temperature
..... (1)
 - 2.2 the highest temperature
..... (1)
 - 2.3 the smallest temperature range
..... (1)
 - 2.4 a temperature range of 30 °C or more
..... (4)
 - 2.5 the most rain in a year
..... (1)
 - 2.6 the least rain in a year
..... (1)
- 3 Which kind of climate receives rain mostly during winter?
..... [1]

Total: 20 marks

Worksheet: Geography Term 3

Project: Investigation of a settlement

Name: _____ Class: _____

For this project you are going to do further research on a settlement that you already know. It may be the area in which you live or it may be a place where you have spent a lot of time.

An independent study of a settlement

This project will help you understand settlement geography better. You will present your research on the following:

- 1 A description of your selected settlement and the different types of land use. Include:
 - A sketch map showing the land-use zones and landmarks of the area.
 - Drawings to illustrate both natural and human-made features.
- 2 Reasons for the location or position of this settlement.
- 3 Population growth, or change, in the area and the possible reasons for this.
- 4 One social or environmental issue in the area. Include:
 - Interviews with community members.

Note:

- The sketch map you completed for your Grade 7 project could be a useful starting point.
- You have much of this term to complete your project. The geography you do in the next few weeks will help you. Start your project now and keep working on it throughout the term.
- This project is part of your formal assessment for Grade 8.
- Read pages 103 to 107 of the Learner's Book before you begin your project.

Describe the settlement and the different types of land use

You may choose a small settlement such as a farm, a mining community, a village or a small town for your project. On the other hand, you may choose to do your project on a bigger town or even a city. Start by describing the settlement and the different types of land use.

Identify specific features or landmarks

If you choose a big settlement, you should focus your research on a smaller area within this settlement. You may, for example, select Bloemfontein, a city with about half a million people. Choose the part of Bloemfontein that you know best. You may start with a general introduction on the reasons for the location of Bloemfontein, and then go on to present the detail of your selected area within the city. Identify the specific features or landmarks in the settlement you have chosen.

Suggest reasons for the location of a settlement

In Grade 6 you learnt about why people settle in some places and not in others. You looked at reasons including:

- *Climate*. More people live in places that are not too hot or too cold. They also prefer places with a climate that is not very wet or very dry.
- *Vegetation*. It is easier to live in places where plants grow than in hot or frozen deserts. The vegetation of a place is linked to the climate.
- *Resources and human activities*. People are attracted to areas where there are resources such as minerals or good water and soil for farming.
- *Natural physical features*. Settlements may also develop where there are features such as a bay in a coastline for a harbour. Beautiful mountains and rivers may also bring people to an area.
- *Laws*. Government regulations, both past and present, influence where people may settle. In South Africa there were once laws that divided people into ethnic groups and made them live in certain parts of the country. Different groups even had to live in different parts of a town or city. There is still evidence of these old laws as many people continue to live in areas they were once forced into. Today there are laws to protect the environment. For example, some wetlands and places of natural beauty are protected.

For your project

Identify all the reasons why people live in the settlement you have chosen. They may include some of the reasons listed above. You may find other reasons too. Explain each reason for your settlement carefully.

Discuss the decline or growth of population of the settlement and give reasons

For your project

Find the answer to questions such as:

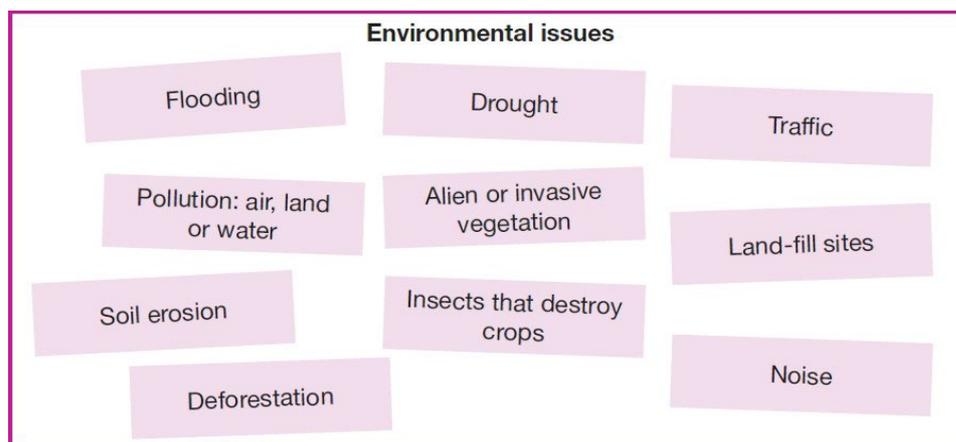
- How many people more or less live in this settlement?
- Is the population increasing or decreasing in size?
- What are the reasons for this?

Identify and discuss one social or environmental issue

An issue is an important topic that people discuss and think about. It is a matter that affects their lives.



Social issues can be about the difficulties that people in a community may have.



Environmental issues include the surroundings in which people live. There is often a link between social and environmental issues.

For your project

- Talk to other people about the different social and environmental issues in the settlement you have chosen for your project.
- Choose one of these issues for careful discussion. You should write about the possible causes and effects of the problem. Also present some possible solutions or ideas to help improve the situation.

Include interviews with community members, drawings, a sketch map and other appropriate illustrative material

Interviews must always be planned in advance. *Firstly*, think carefully about who you would like to interview and why.

- For this project we suggest you interview three or four people from your community.

Secondly, prepare your questions so that you get the information you need.

- You need to find out about:
 - the reasons for the location of your chosen settlement
 - the reasons for the increase or decrease in the number of people who live in the settlement
 - the possible causes and effects of a social or environmental issue along with suggestions of ways to improve the situation.

Thirdly, during each interview:

- remember to explain your project to the person you are going to interview
- take notes of what the person says as you work through your questions
- listen very carefully, especially for new or interesting ideas
- at the end of your interview, check your notes and thank the person you interviewed.

Lastly, writing up your project:

- make sure you include what you found out during the interview in your project report
- always acknowledge your source of information. (Give the names of the people you interviewed in your project.)

Assessment of your project

Your project should be about eight pages long. Your teacher will assess your project. Marks are allocated as follows:

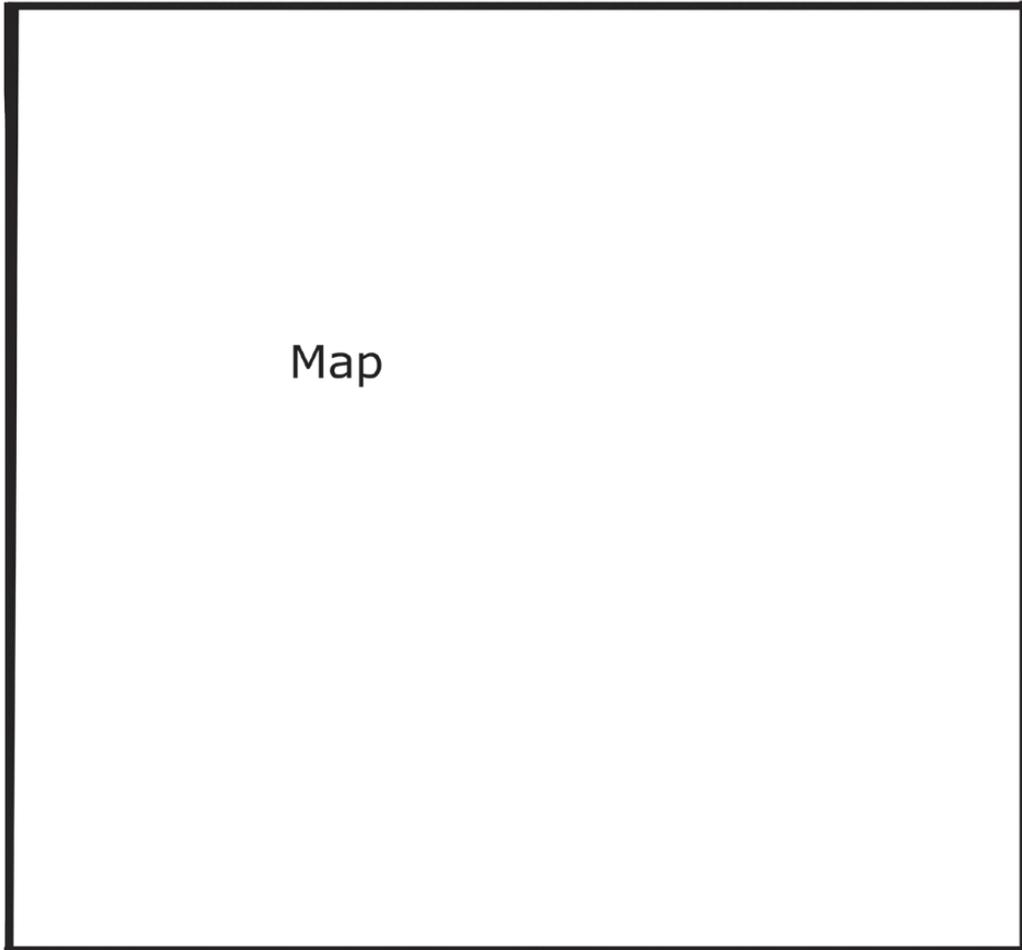
This project includes	Marks
A sketch map showing types of land use in the selected area	8
Descriptions and drawings of special features and landmarks	6
Evidence of interviews with community members	8
Suggested reasons for the location of this settlement	6
A discussion of the area's population growth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

Sketch map template

Title:

Name:

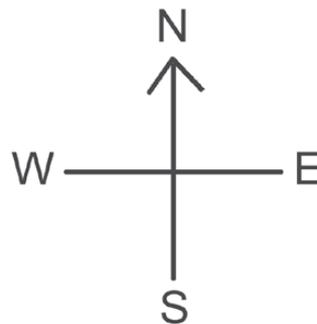
Grade:



Scale: 1 cm represents _ _ _ _



Key



Total: 50 marks

Worksheet: History Term 2

Activity: Explore how the gold mining industry worked

Name: _____ Class: _____

1 Explain the significance of each of the following to the development of mining in southern Africa:

1.1 deep-level mining

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

1.2 large mining companies

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

1.3 shares

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

1.4 Randlords

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

1.5 Chamber of Mines

.....

.....

.....

.....

.....

.....

.....

.....

(2)

[10]

- 2 Use Source B on page 78 of the Learner’s Book, the text in the Learner’s Book and your knowledge to explain what a mine owner would need in order to start a mine.

.....

.....

.....

.....

.....

.....

.....

.....

[5]

- 3 Study Source D on page 80 of the Learner’s Book and answer this question. The Randlords did not really eat black workers, so what does the cartoonist mean by drawing the figures in this way?

.....

.....

.....

.....

.....

.....

.....

.....

[5]

Total: 20 marks

Worksheet: History Term 3

Activity: Analyse the effects of colonisation on Africa

Name: _____ Class: _____

- 1 Explain why cash crops were introduced and what effect this had on Africans.

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

[2]

- 2 Discuss why colonialism caused more conflict in Africa.

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

[2]

- 3 Study Sources G and H on pages 123 and 124 of the Learner's Book.

- 3.1 What evidence is there in these photographs that the workers were strictly controlled?

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

(3)

- 3.2 What other similarities, or differences, can you see in the

photographs?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

(3)
[6]

4 Discuss the positive and negative ways in which African societies were affected by colonisation.

.....

.....

.....

.....

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.....

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.....

.....

[5]

Total: 15 marks

Exemplar mid-year exam

Part 1: Geography

Name: _____ Class: _____

Question 1

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

1.1 Lines of latitude run around the globe.

.....

1.2 Lines of longitude are parallel to the equator.

.....

1.3 The equator is the longest line of latitude.

.....

1.4 Lines of latitude join the north and south poles.

.....

1.5 The Greenwich meridian separates east from west.

.....

1.6 The latitude at the North Pole is 90° north.

.....

[8]

Question 2

Write the ratio scale 1 : 500 000 as a word scale and a line scale.

.....

.....

[4]

Question 3

Write the word scale 1 cm represents 100 m as a ratio scale.

.....

[2]

Question 4

Use the line scale on the map of Limpopo on page 9 of the Learner's Book to calculate the following distances:

4.1 Direct distance from Polokwane (23°55'S, 29°25'E) to Musina (22°20'S, 30°E).
..... (2)

4.2 Polokwane to Tzaneen (23°50'S, 30°10'E) by road.
..... (2)
[4]

Question 5

Select the correct term from the words in brackets to fill in the spaces in the text below.

orbit axis rotates hemisphere revolution

The Earth takes 365¼ days to complete one 5.1 on its 5.2 around the sun. It 5.3 on its 5.4 once every 24 hours so that both the eastern and western 5.5 have light. [5]

Question 6

Calculate the time in the following places if it is midday GMT.

6.1 Durban (30°E)
..... (1)

6.2 New York (75°W)
..... (1)

6.3 The International Date Line 180°W/E
..... (1)
[3]

Question 7

Evaluate this statement: 'Distance from the sea affects the temperature range at a place.'

.....

.....

.....

.....

.....

.....

[3]

Question 8

Explain the effects that ocean currents have on rainfall.

.....

.....

.....

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.....

[4]

Question 9

Describe, with the aid of a labelled sketch, how mountains affect rainfall.

.....

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.....

[5]

Question 10

Refer to the map of South Africa on page 54 (colour map) or page 182 (black and white map) of your Learner’s Book and answer the following questions.

10.1 Which town is at the highest altitude above sea level?
..... (1)

10.2 How will this altitude affect temperatures there?
..... (1)

10.3 Which towns have climates that are affected by the cold Benguela current?
..... (2)

10.4 How will this affect the rainfall of these places?
.....
..... (2)

10.5 Why are towns like Beaufort West, Bloemfontein, Mahikeng and Upington likely to have a large range in temperature?
.....
..... (2)

10.6 Which town’s latitude will probably make it experience the highest temperatures?
..... (1)
[9]

Question 11

Describe the climate in the tundra in two words and state when is the best time of year to visit the tundra.

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

Total: 50 marks

Exemplar Mid-year examination

Part 2: History

Name: _____ Class: _____

Question 1

Refer to Source 1A to 1C on page 185 of the Learner's Book and answer the following questions.

Refer to Source 1A.

1.1 Study the source and identify three safety hazards that could endanger the young worker.

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

(3)

Refer to Source 1B.

1.2 Why were factory owners keen to employ children?

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

(2 × 2 = 4)

1.3 Not all factory owners treated their workers poorly. Using prior knowledge, identify one good factory owner and explain the positive contributions he made to his workers' lives.

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

(1 + 3 = 4)

1.4 How does the visual source (1A) support the written source (1B)?

.....
.....
.....
.....
..... (2 × 2 = 4)

Refer to Source 1C.

1.5 What issues was Lord Ashley highlighting when he included this print in his report on children in mining?

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

1.6 With reference to the source, why were children used to work in the mines?

.....
.....
..... (2 × 2 = 4)

1.7 Mine workers were often called ‘beasts of burden.’

1.7.1 What is a beast of burden?

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

1.7.2 Why is it a good description for the work carried out in the mines?

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

[25]

Question 2

Refer to Source 1A.

2.1 Using prior knowledge, explain why closed compounds were introduced in 1885.

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

(4)

2.2 What were closed compounds?

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

(2)

2.3 According to Williams' perspective, compounds provided ideal living conditions for workers. Suggest why Williams' perspective is biased.

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

(2 × 2 = 4)

2.4 Provide evidence from the source to prove that this compound had benefited from the industrialisation of South Africa in at least one way.

.....
.....

(1)

Exemplar end-of-year exam

Part 1: Geography

Name: _____ Class: _____

Question 1

Fill in the missing words to complete the following sentences.

- 1.1 We refer to the longitude of a place as a number of degrees east or west of the meridian. (1)
- 1.2 If we know the latitude and longitude or of a place, we can find that place on a map. (1)
- 1.3 Each degree consists of minutes. (1)
- 1.4 Countries with a big east-west extent use zones. (1)
- 1.5 The International Date Line follows the line of longitude. (1)
- 1.6 During the two equinoxes the whole world experiences length of day and night. (1)
- 1.7 Places at low latitudes near the equator have temperatures than places at higher latitudes, near the poles. (1)
- 1.8 Daily variations in temperature, rainfall, humidity and wind give us while longer variations give us climate. (1)
- 1.9 The is the long steep slope that separates the plateau from the coastal plain. (1)
- 1.10 Mountains affect temperature because temperature with altitude. (1)

[10]

Question 2

State which scale is often easier to use to measure distances between places and why.

.....
.....

[2]

Question 3

Explain how the Earth's rotation causes time differences.

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

[3]

Question 4

Name the line of longitude that South Africa uses for its standard time.

.....

[1]

Question 5

Where is the sun positioned at the summer solstice in the southern hemisphere and when does this occur?

.....
.....

[2]

Question 6

Name two factors that affect temperature and rainfall.

.....
.....

[2]

Question 7

How do light and heavy industries differ? Give an example of each.

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

[2]

Question 8

Complete the following table by giving two examples of natural features and two examples of constructed features.

Natural features	Constructed features

[4]

Question 9

Look at the photos on page 186 of the Learner's Book. Explain why vertical aerial photos (A) are better to use for drawing maps than oblique aerial photos (B).

.....

.....

.....

.....

[3]

Question 10

Evaluate what role special attractions play in rural settlements.

.....

.....

.....

.....

[3]

Question 11

Study the table on urbanisation in Africa and answer the questions.

Country	1992	2012	Country	1992	2012
Zimbabwe	30%	38%	South Africa	53%	67%
Botswana	33%	55%	Egypt	26%	43%
Mozambique	24%	48%	Nigeria	36%	55%

11.1 Which country was the least urbanised in 1992?

..... (1)

11.2 Which country was the most urbanised in 2012?

..... (1)

11.3 Which country is urbanising the most rapidly?
..... (1)

11.4 Which country is urbanising the slowest?
..... (1)

Question 12

Briefly explain why transport and trade are linked.

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

Question 13

Match the form of transport in Column A with the description in Column B.

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

Question 14

Describe some of the common results of traffic congestion.

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

Total: 50 marks

1.2 Refer to the source and explain why the cartoonist feels this urban scene depicts the perfect breeding ground for disease to grow.

.....

.....

.....

.....

.....

.....

.....

.....

(3)

1.3 What was the cartoonist's intention (purpose) when drawing this cartoon?

.....

.....

.....

.....

.....

.....

.....

.....

(3)

[16]

Question 2

Refer to Source 2A on page 188 of the Learner's Book.

2.1 Use prior knowledge to explain why the British and Zulu kingdoms were at war with each other in 1879.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

(4)

2.2 Whose point of view, the British or Zulu, does the author represent?
Provide reasons for your answer.

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

..... (1 + 3 = 4)

2.3 Provide evidence from the source that implies that the Battle of Isandlwana was Britain’s biggest defeat in all the colonial wars.

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

(2)

2.4 Why did British historians highlight the importance of the Battle at Rorke’s Drift instead of the Battle of Isandlwana even though both battles against the Zulu kingdom were fought on the same day?

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

(2)

[12]

Question 3

Refer to Source 3A on page 188 of the Learner’s Book.

3.1.1 From your knowledge, what was the capital of the Ashanti kingdom?

.....

(1)

3.1.2 Who was Osei Tutu?

.....

(1)

4.2 Using prior knowledge, explain what happened to men who refused to sign up and join the army.

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

(2)

4.3 The soldier writes: 'we are happy and fit as fiddles'. Based on your knowledge of life in the trenches, were the soldier's words true? Explain.

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

(1 + 3 = 4)

[14]

Total: 50 marks

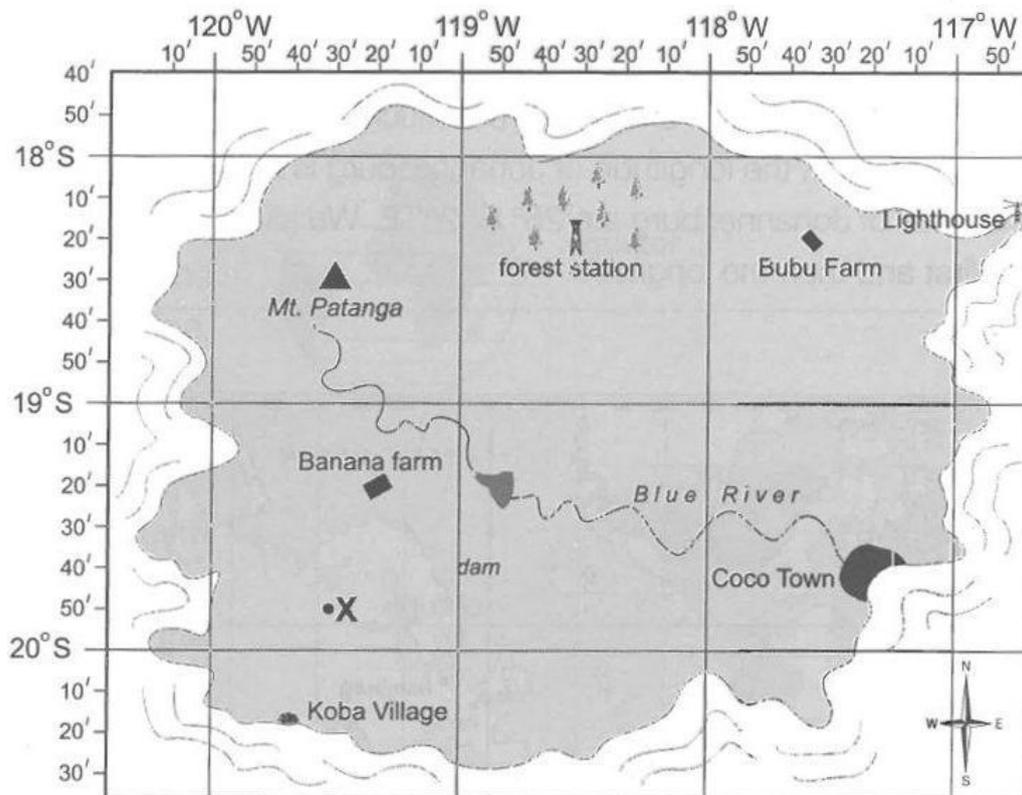
*Note: This exemplar covers Terms 1–4

Additional activities

Geography: Locate places using degrees and minutes

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

Coco Island



Worked examples

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

Find place X on the map.

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

Note

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

1 Give the co-ordinates of:

1.1 Bubu Farm

.....

1.2 Mt Patanga

.....

1.3 The dam on the Blue River

.....

1.4 The forest station

.....

2 Name the places at these co-ordinates:

2.1 19°40'S, 117°35'W

.....

2.2 19°20'S, 119°20'W

.....

2.3 20°18'S, 119°40'W

.....

2.4 18°15'S, 116°40'W

.....

Extension question

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

.....

Additional activities

History: Changes during the Industrial Revolution in Britain

Find the following words:

CANALS

CONVICTS

FACTORY

MACHINES

MERCHANTS

PROTESTS

URBANISATION

COLONIES

EMPLOYERS

LOCOMOTIVES

MARKETS

POLLUTED

REVOLUTION

WAGES

COMMUNICATIONS

EPIDEMICS

LUDDITES

MARTYRS

PRODUCTION

TECHNOLOGY

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

Additional activities

History: The countries of World War I

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

- 1 Study the map and complete the table by indicating whether the countries listed below fought alongside the Allied Powers, Central Powers or if they remained neutral:

Serbia, Spain, Russia, Ottoman Empire, Germany, Britain, Portugal, Austria-Hungary.

Allied Powers	Central Powers	Neutral

- 2 What does it mean if a country remains neutral during war?

.....

.....

.....

.....

- 3 After studying the map suggest reasons why Britain had the largest navy.

.....

.....

.....

.....

.....

- 4 Which country had the largest army?

.....

Rubric for assessing extended writing

Name: _____ Class: _____

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

Total mark × 2 = 40

Rubric for creative response (oral)

Name: _____ Class: _____

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

Total mark × 2 = 40

Rubric for creative response (visual)

Name: _____ Class: _____

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

Total mark × 2 = 40

How to develop rubric and checklist assessment tools

Rubrics

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

Benefits of using a rubric

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

Steps to creating a rubric

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

Step 2: Define the criteria.

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

Make sure that:

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

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

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

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

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

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

Make sure you use language and terminology that the learner is familiar with so that they have a clear understanding of what is required of them.

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

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

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

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

Step 5: Create the rubric.

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

Exemplar:

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

Checklists

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

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

Benefits of using a checklist

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

Steps to create a checklist

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

This could be specific skills or a general assessment.

Step 2: Identify the criteria.

What specific elements or content will be assessed?

Step 3: Create your checklist.

Check that it contains everything you want to assess.

Exemplar:

This checklist serves to assess an oral comparing hunters and gatherers

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

Intervention strategies

Baseline assessment and intervention strategies

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

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

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

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

Barriers to learning

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

Class size

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

- *Show fingers 1-2-3:* Ask learners to show fingers to indicate if they understand activity instructions before working in a group. 1 = I do not understand; 2 = I sort of understand but I need some help; 3 = I understand completely.

Reading comprehension

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

General teaching intervention strategies

Teach from the learner's point of view

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

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

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

Metacognition

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

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

Retaining information

- Flash cards and mind maps can be useful tools to help learners memorise facts.
- Encourage learners to break down content into more manageable sections. They can then create a mind map for each sub-topic. Tables can also help learners summarise content into more manageable sections.
- A mnemonic is a word, sentence or poem that helps you remember something. Mnemonics help learners to memorise content. Use the first letter of each word to create a sentence that the learners can memorise easily. For example, a mnemonic such as “**Eat An Apple As A Nice Snack**” can help learners to memorise the names of the continents: **E**urope, **A**sia, **A**frica, **A**ustralia, **A**ntarctica, **N**orth America, **S**outh America.

Develop presentation skills

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

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

Interventions for learners with special education needs

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

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

Notes

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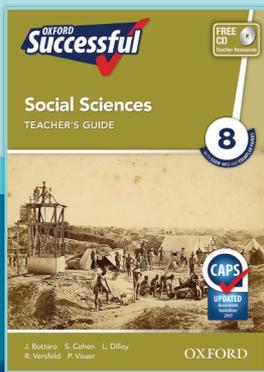
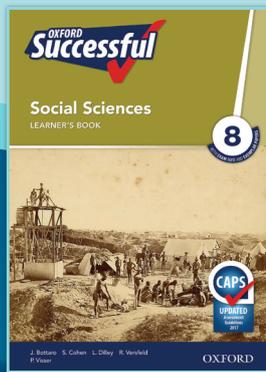
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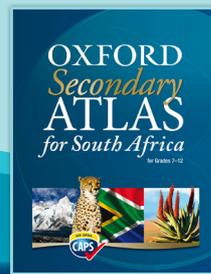
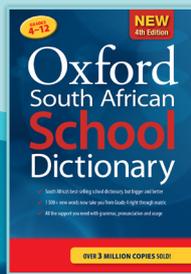
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