

Aligned to DBE
Revised ATPs



Platinum

Social Sciences

Navigation pack



**SENIOR PHASE
GRADE 9**

Platinum

Navigation Pack

Social Sciences Grade 9

Pearson South Africa (Pty) Ltd

4th floor, Auto Atlantic Building, Corner of Hertzog Boulevard and Heerengracht, Cape Town, 8001

Offices in Johannesburg, Durban, East London, Polokwane, Bloemfontein, Rustenburg and Mbombela.

© Pearson South Africa (Pty) Ltd. 2021

All Rights Reserved. This digital publication is protected by copyright, and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise except as authorised for use under the product subscription through which this digital application is accessed.

To request permission to reproduce or adapt any part of this publication, please visit <https://www.pearson.com/global-permission-granting.html>

Every effort has been made to trace the copyright holders of material produced in this title. We would like to apologise for any infringement of copyright so caused, and copyright holders are requested to contact the publishers in order to rectify the matter.

Navigation Pack

Print ISBN: 9781485720447

Print GUID: 5515B8AE-2CEE-429D-80E6-7C89D50D8F66

EPDF ISBN: 9781485720409

EPDF GUID: C10E48FA-F4D9-4A7F-945C-7E74BCAE5C10

Cover design by Pearson Media Hub

Typesetting by The Icon Agency



Contents

Dear Teacher	3
Covid 19 Safety Guidelines	6
How to Use	8
Navigation Guide	9
Term 1	11
Term 2	13
Term 3	15
Term 4	18
Targeted Worksheets	19
Targeted Worksheet 1	22
Targeted Worksheet 2	25
Targeted Worksheet 3	28
Targeted Worksheets Answers	30
Exemplar Assessment	34
Geography Term 2 Control Test	35
History Term 2 Control Test	38
Geography Term 3 Control Test	40
Geography Term 4 Control Test	42
History Term 4 Control Test	47
Exemplar Assessment Answers	49

Find us online



Pearson

We remain committed to support you and continue to provide great service to our valued partners in education.

Visit za.pearson.com for product information, educational news, access catalogues or to contact your Pearson key account manager to assist you on your teaching journey.

Classroom Solutions

Classroom Solutions was designed to help save you time, so you can spend more time getting creative about learning. Join a growing community of teachers and access free teaching resources for Grade R to 12, such as lesson plans, worksheets, videos, podcasts and more.

Register for free at classroomsolutions.co.za

Pearson eStore

Pearson offers the widest range of CAPS-approved content in South Africa, available in various eBook formats to suit you and your learners' needs.

Browse and purchase eBooks at shop.pearson.co.za



Dear Teacher

The National State of Disaster due to the COVID-19 pandemic has resulted in the disruption of Education in South Africa and the loss of valuable teaching time and disruption of the school calendar.

As a result of this, the DBE has created and released revised Annual Teaching Plans (ATPs) to assist schools and teachers in ensuring the 2021 school year is completed. The 2021 ATPs are based on the revised ATPs that were developed in 2020. It is important to note that fundamental and core topics are retained in the 2021 ATPs. Some of the strategies that have been used in the process of developing the 2021 DBE ATPs are:

- reduction of content covered in certain topics
- merging of topics
- deleting topics
- revising the assessment guidelines
- reduction in teaching time for certain topics
- resequencing of topics/concepts.

At Pearson South Africa, we believe that education is the key to every individual's success. To ensure that despite the challenges, teachers and learners can meet all the necessary learning outcomes for the year, we have created the Navigation Guide, a free resource to support teachers and learners during this challenging time.

The Navigation Pack aims to summarise and highlight the changes in the 2021 DBE ATP and provide teachers and learners with worksheets that focus on impacted topics in the curriculum.

Due to resequencing of topics, the order of topics in the textbook that is currently used in the classroom may not be aligned to the new sequence of topics in the ATP. Pearson has included page numbers from one of our tried and tested series, Platinum, to guide the teacher and learners as they navigate through the textbook, with the 2021 ATP. The Navigation Pack has a set of assessments based on the Section 4 changes and the revised assessment guidelines.

COVID-19 safety guidelines

Gatherings at school

Where schools are open for learning, it is up to management to take decisive action to ensure sites are not simultaneously used for other functions such as shelters or treatment units in order to reduce the risk.

Implement social distancing practices that may include:

- A staggered timetable, where teachers and learners do not arrive/leave at the same time for the beginning and end of the school day.
- Cancelling any community meetings/events such as assemblies, cake sales, market day, tuckshop, after-care classes, matric dance, Eisteddfod and other events.
- Cancelling any extra-mural activities such as ballet classes, swimming lessons, sport games, music class and other events that create a crowd gathering.
- Teaching and modeling creating space and avoiding unnecessary touching.
- Limiting movement and interaction between classes.
- Schools with an established feeding scheme plan are to ensure that hygiene and social distancing is always implemented. Teachers and staff members assisting with food distribution are to wear masks, sanitise prior to issuing food items and learners are to stand 1,5m apart in the queue.

Wear a mask at all times.



1. Restrooms/toilets

Hand washing

Washing hands with soap  and water or using alcohol-based hand sanitisers  is one of the most important ways to help everybody stay healthy at school. Critical to this is preparing and maintaining handwashing stations with soap and water at the toilet and in each classroom.



Teachers and learners should always wash their hands after:

- eating
- entering the classroom
- using the toilet
- blowing your nose or coughing
- touching tears, mucous, saliva, blood or sweat.

2. Premises and classroom setting

When schools open, classroom settings should be altered in order to promote hygiene, safety and social distancing.

Changed classroom settings may include:

- Cleaning and disinfecting school buildings, classrooms and especially sanitation of facilities at least once a day, particularly surfaces that are touched by many people (railings, lunch tables, sports equipment, door and window handles, toys, teaching and learning tools, etc.).
- Ensure the proper ventilation and fresh flow of air through classrooms.
- Providing learners with vital information about how to protect themselves by incorporating the importance of hygiene, handwashing and other measures of protecting themselves, into the lessons.
- Promoting best handwashing and hygiene practices and providing hygiene supplies.

- Prepare and maintain handwashing stations with soap and water, and if possible, place alcohol-based hand sanitisers in each classroom, at entrances and exits, and near lunchrooms and toilets.



- Ensure teachers and learners wear a mask at all times.



Social distancing

- Space the learners out in the classroom (or outdoors) – try to keep learners separated by a minimum of 1,5m.



- Create space for learner's desks to be at least 1,5m apart

- Learners are not to exceed 30 per class or 50% of original class size



- Learners should not share cups, eating utensils, or food
- Do not let learners eat items that fall on the floor or chew on pencils or other objects

- Avoid close contact, like shaking hands, hugging or kissing



3. Social behaviour

It is extremely vital during a pandemic that focus is not only directed towards optimal physical health and hygiene but finding ways to facilitate mental health support.

- Treat everybody with respect and empathy – no teasing about COVID-19.
- Encourage kindness towards each other and avoid any stereotyping when talking about the virus.
- Stay home if you have a temperature or are ill.
- Do not touch people who are ill, but be empathetic.

Wear a mask at all times.



How to use this Navigation Pack

Revised DBE Teaching Plan: Comprehensive summary of the CAPS topics according to the revised ATPs.

Navigation Plan: Link to the Platinum series, as well as additional resources in the Navigation Pack.

REVISED DBE ANNUAL TEACHING PLAN				NAVIGATION PLAN	
Themes	Topic	Unit	Time	Links to Platinum series and Pearson Navigation Pack	Page reference
WAVES, SOUND AND LIGHT	Electromagnetic radiation [9 hrs] *10	The nature of electromagnetic radiation	2 hrs	Platinum LB Platinum TG	Page 84–90 Page 46–48
		The electromagnetic spectrum	3 hrs		
		The electromagnetic radiation as particle – Photon	4 hrs	Navigation Pack: Targeted Worksheet 1	Page 15
	Consolidation and revision [16 hrs]		16 hrs		
HYDROSPHERE *11					
ASSESSMENT		End of year exam		Navigation Pack: Paper 1 Physics	Page 45
		End of year exam		Navigation Pack: Paper 2 Chemistry	Page 56
 TOTAL HOURS = 25					

*10 This topic has been moved from term 1 to term 4. This topic is on pages 84–90 in the Platinum Learner's Book, and pages 46–48 in the Platinum Teacher's Guide.

*11 The whole topic has been removed.

Assessments for the Term as per the revised ATPs and the Section 4 amendments.

Footnotes provide any additional information.

Link to a targeted worksheet in the Navigation Pack, that focus on impacted or challenging topics in the curriculum.

Link to an exemplar assessment in the Navigation Pack, that was created with Section 4 and curriculum changes in mind.

Navigation Guide

Social Sciences

Geography

TERM	GRADE 7	GRADE 8	GRADE 9
1	Map skills: finding places of interest on a map and using a street map: <i>Merged with other topics</i>	Map skills: <i>No amendments</i>	Topographic and orthophotomaps: <i>No amendments</i>
2	Volcanoes, earthquakes, and floods. Case study on earthquakes and floods - why some communities are at higher risks than others: <i>Merge into other topics</i>	Climate regions: <i>No amendments</i>	Development issues: World map indicating the Human Development Index (HDI) and Differences in development around the world: <i>Omitted</i>
3	Population growth and change: <i>Focus on world population growth</i>	Settlement: <i>No amendments</i>	Surface forces that shape the earth: Sea, moving ice, wind features of erosion and deposition: <i>Omitted</i>
4	Natural resources and conservation in South Africa: Responsible use of water resources and disappearing wetlands: <i>Merge into other topics</i>	Transport and trade: <i>No amendments</i>	Resource use and sustainability: Over-fishing or over-grazing, sustainable fishing or sustainable grazing, role of consumer: <i>Amended</i>

History

TERM	GRADE 7	GRADE 8	GRADE 9
1	The kingdom of Mali and the city of Timbuktu: <i>No amendments</i>	The Industrial Revolution in Britain and southern Africa: <i>No amendments</i>	The causes and outbreak of WW2 (1919-1945): <i>WW2 in Pacific moved to Term 2</i> Weimar Republic, Sophi Scholl, White Rose movement, Dietrich Bonhoeffer, Confessing Church, Japan expansion and atrocities in China: <i>Omitted</i>
2	The trans-Atlantic slave trade: Impact of the slave trade on West Africa, America, Britain: <i>Omitted</i>	The Mineral Revolution in South Africa: Parts of Gold mining on the Witwatersrand: <i>Omitted</i>	The Nuclear Age and The Cold War: Arms races and space race details: <i>Omitted</i> <i>WW2 in Pacific: Included</i>
3	Colonisation of the Cape 17th to 18th centuries: <i>No amendments</i>	The scramble for Africa: Rise of Ashanti Kingdom: <i>Omitted in the 2020 ATP but has been re-introduced in 2021</i>	Turning points in modern South African history since 1948: Human evolution and common ancestry, racial segregation before apartheid, case study Bantustans: <i>Omitted</i> Term 4 Sharpeville Massacre and Formation of PAC 1959: <i>Included</i>
4	Co-operation and conflict on the frontiers of the Cape Colony in the early 19th century: <i>No amendments</i>	WWI (1914-1918): <i>Re-introduced in the 2021 ATP</i>	Turning points in South African History (1960, 1976 and 1990): Sharpeville Massacre and Formation of PAC 1959: <i>Moved to Term 3</i> End of Cold War: <i>Omitted</i> Helen Joseph or Lillian Ngoyi: <i>Choose between these two</i>

TEACHER NAVIGATION GUIDE					
Topic	Sub-topic	Unit/Content specific concepts	Time	Links to Platinum series and Pearson Navigation Pack	Page reference
GEOGRAPHY TOPIC 1: MAP SKILLS	Sub-topic 1: Contour lines	Unit 1: The concept of contour lines (models and landscape maps with landscape features)	1 hour	Platinum LB Platinum TG	<ul style="list-style-type: none"> • 4-5 • 24-25
		Unit 2: Steep and gentle slopes (description of gradient)	1 hour	Platinum LB Platinum TG	<ul style="list-style-type: none"> • 6 • 25
		Unit 3: River valleys and spurs	1 hour	Platinum LB Platinum TG	<ul style="list-style-type: none"> • 7 • 26
	Sub-topic 2: 1: 10 000 Orthophoto maps	Unit 1: Vertical aerial photographs (Review Grade 8)	1 hour	Platinum LB Platinum TG	<ul style="list-style-type: none"> • 8 • 27
		Unit 2: Orthophoto images made from aerial photographs	1 hour	Platinum LB Platinum TG	<ul style="list-style-type: none"> • 9 • 27
		Unit 3: How height is shown on orthophoto maps	1 hour	Platinum LB Platinum TG	<ul style="list-style-type: none"> • 10 • 27
	Sub-topic 3: 1: 50 000 Topographic maps	Unit 4: Contour lines on orthophoto maps – identifying features	1 hour	Platinum LB Platinum TG	<ul style="list-style-type: none"> • 11 • 28-29
		Unit 1: Read map symbols to identify features	1 hour	Platinum LB Platinum TG	<ul style="list-style-type: none"> • 12-13 • 29-30
		Unit 2: Height clues on topographic maps	1 hour	Platinum LB Platinum TG	<ul style="list-style-type: none"> • 14-15 • 30
		Unit 3: Contour patterns showing river valleys, hills, mountains, ridges and spurs	1 hour	Platinum LB Platinum TG	<ul style="list-style-type: none"> • 16-17 • 30-31
		Unit 4: Scale and measuring distance on topographic maps – using line and ratio scales	1 hour	Platinum LB Platinum TG	<ul style="list-style-type: none"> • 18 • 31
	Sub-topic 4: Information from maps and photographs	Unit 5: Co-ordinates to locate features	1 hour	Platinum LB Platinum TG	<ul style="list-style-type: none"> • 19 • 32
Unit 1: Interpret information from topographic and orthophoto maps and aerial photographs		2 hours	Platinum LB Platinum TG	<ul style="list-style-type: none"> • 20-22 • 32-33 	
Revision		3 hours	Platinum LB Platinum TG	<ul style="list-style-type: none"> • 23-25 • 34-35 	
REVISION AND ASSESSMENT 80 MARKS Term 1	Assessment Test	Marks 50 Content: Map reading, analysis and interpretation	1 hour		


TOTAL HOURS = 18

Term 1

TEACHER NAVIGATION GUIDE					
Topic	Sub-topic	Unit/Content specific concepts	Time	Links to Platinum series and Pearson Navigation Pack	Page reference
HISTORY TOPIC 1: WORLD WAR II (1919-1945) ¹	Sub-topic 1: The Rise of Nazi Germany	Unit 1: The defeat of Germany and the Treaty of Versailles	30 min	Platinum LB Platinum TG	<ul style="list-style-type: none"> • 108-109 • 87-88
		Unit 3: The Great Depression of 1929 and effects on Germany	1 hour	Platinum LB Platinum TG	<ul style="list-style-type: none"> • 111 • 89-90
		Unit 5: Reasons for public support for Nazi Party and the 1932 and 1933 elections Enabling Act 1933 and dictatorship (including concentration camps for opponents)		Platinum LB Platinum TG	<ul style="list-style-type: none"> • 113 • 91-91
		Unit 6: Nuremberg Laws and loss of basic rights of Jewish people 1935 Persecutions: political opponents; Jehovah's Witnesses; Roma (gypsies); homosexuals; slaves; black people; people with disabilities	1 hour	Platinum LB Platinum TG	<ul style="list-style-type: none"> • 114-115 • 92-93
		Unit 7: Nazi Germany as an example of a fascist state (compared with democracy)		Platinum LB Platinum TG	<ul style="list-style-type: none"> • 116-118 • 93-94
	Sub-topic 2: World War II: Europe	Unit 1: Nazi's aggressive, expansionist foreign policy for lebensraum (very briefly) Outbreak of World War II: Axis vs. Allies	1 hour	Platinum LB Platinum TG	<ul style="list-style-type: none"> • 119-120 • 94
		Unit 2: Extermination camps and genocide, the Holocaust, and the 'Final Solution'	1 hour	Platinum LB Platinum TG	<ul style="list-style-type: none"> • 121-123 • 95-96
		Unit 3: Examples of resistance to Nazism in Germany: Warsaw Ghetto Uprising		Platinum LB Platinum TG	<ul style="list-style-type: none"> • 125 • 96
		Unit 4: End of World War II in Europe	30 min	Platinum LB Platinum TG	<ul style="list-style-type: none"> • 126-127 • 96-97
		Revision	3 hours	Platinum LB Platinum TG	<ul style="list-style-type: none"> • 134 • 101-102
REVISION AND ASSESSMENT 80 MARKS Term 1	Assessment SBA Term 1 Test	Marks 50 Content World War II: The Causes and Outbreak (1919-1945) (Source-based questions, paragraph and essay writing) Essay writing worth: 10 Marks	1 hour		
TOTAL HOURS = 9					

¹ The following content has been omitted: Failures of democracy in Weimar Republic; Sophie Scholl and White Rose movement; Dietrich Bonhoeffer and Confessing Church.; World War II in the Pacific has been moved to week 1 of Term 2.

TEACHER NAVIGATION GUIDE						
Topic	Sub-topics	Unit/Content specific concepts	Time	Links to Platinum series and Pearson Navigation Pack	Page reference	
GEOGRAPHY TOPIC 2: DEVELOPMENT ISSUES	Sub-topic 1: Development	Unit 1: The meaning of development – including economic, social and environmental aspects	1 hour	Platinum LB Platinum TG	Page 28 Pages 38–39	
		Unit 2: Ways of measuring development	1 hour	Platinum LB Platinum TG	Pages 29–31 Pages 39–40	
	Sub-topic 2: Factors affecting development	Unit 1: Reasons for differences in Development	1 hour	Platinum LB Platinum TG	Pages 35–36 Pages 42–43	
		Unit 2: Trade reasons for differences in development – imbalances, unfair trade	45 min	Platinum LB Platinum TG	Pages 37–38 Page 44	
	Sub-topic 3: Opportunities for development	Unit 3: Technology and industrialisation – reasons for differences in development	45 min	Platinum LB Platinum TG	Pages 39–40 Pages 44–45	
		Unit 4: Health and welfare – reasons for differences in development	1 hour	Platinum LB Platinum TG	Page 41 Pages 45–46	
		Unit 5: Education reasons for differences in development	1 hour	Platinum LB Platinum TG	Page 42 Pages 46–47	
		Unit 6: Political stability reasons for differences in development	1 hour	Platinum LB Platinum TG	Page 43 Pages 47–48	
		Unit 1: More equitable trading relationships	1 hours	Platinum LB Platinum TG	Pages 44–46 Pages 48–49	
		Unit 2 Alternative development – particularly alternatives to industrialisation	1 hour	Platinum LB Platinum TG	Pages 47–48 Pages 49–50	
	REVISION AND ASSESSMENT 80 MARKS		Unit 3: Sustainable development – including economic, social and environmental factors Revision	1 hours	Platinum LB Platinum TG	Pages 49–51 Pages 50–51 Pages 52–53 Pages 52–53
	CONTROLLED TEST Term 1 – 25 Marks Term 2 – 50 Marks		Content: Term 1 and 2 work	1 hours	Navigation Pack: Control Test	Page 35
TOTAL HOURS = 14.5						

Term 2

TEACHER NAVIGATION GUIDE					
Topic	Sub-topic	Unit/Content specific concepts	Time	Links to Platinum series and Pearson Navigation Pack	Page reference
HISTORY TOPIC 1: WORLD WAR II (1919-1945) ²	Sub-topic 1: World War II in the Pacific	Unit 1: America in the War vs. Japan: Pearl Harbour	1 hour	Platinum LB Platinum TG	Pages 128-129 Page 98
		Unit 2: Japanese Americans forcibly moved into internment camps in USA. Japanese prisoner-of-war camps for Allied soldiers		Platinum LB Platinum TG	Page 130 Pages 98-99
TOPIC 2: THE NUCLEAR AGE AND COLD WAR ³	Sub-topic 1: Increasing tension between the Allies after the end of World War II in Europe	Unit 1: Tension between Russia, and the USA and Britain	1 hours	Platinum LB Platinum TG	Pages 138-140 Pages 104-105
		Unit 2: USSR (communism) vs. USA and West (capitalism)		Platinum LB Platinum TG	Pages 141-142 Page 106
	Sub-topic 2: End of World War II in the Pacific: Atomic bombs and the beginning of the Nuclear Age	Unit 1: When, where, why and how did World War II come to an end?	30 min	Platinum LB Platinum TG	Pages 143-144 Page 107 Page 25
		Unit 2: Why did the USA drop the bombs?	30 min	Platinum LB Platinum TG	Pages 145-146 Page 108
		Unit 3: Was it justified?		Platinum LB Platinum TG	Pages 147-150 Pages 108-109
	Sub-topic 3: Definition of the Superpowers and the meaning of 'Cold War'	Unit 1: Definition of the Superpowers and the meaning of 'Cold War'	1 hour	Platinum LB Platinum TG	Pages 151-152 Pages 108-109 Page 28
	Sub-topic 4: Areas of conflict and competition between the Superpowers in the cold war	Units 1 and Unit 2: Brief definition and explanation of Arms and Space race	1 hour	Platinum LB Platinum TG	Pages 153-159 Pages 110-112
	Sub-topic 5: The end of the Cold War 1989	Unit 3: Division of Germany 1946 and the building of the Berlin Wall 1961		Platinum LB Platinum TG	Pages 160-162 Page 113
REVISION AND ASSESSMENT 80 MARKS		Unit 1: The fall of the Berlin Wall 1989	30 min	Platinum LB Platinum TG	Pages 163-164 Page 114
		Unit 2: The fall of the Soviet Union (very briefly) 1991		Platinum LB Platinum TG	Page 165 Page 114
Term 2	Assessment SBA 2: Control Test	Revision	3 hours	Platinum LB Platinum TG	Page 166 Pages 115-116
		MARKS 75 Content: World War II Source based (25 Marks - 25 questions): The Outbreak of WWII The Nuclear Age and the Cold War Source based (30 Marks - 22 questions/8 paragraph): Nuclear Age Essay (20 Marks): Introduction of Cold War	1 hour	Navigation Pack: Control Test	Page 38
TOTAL HOURS = 9.5					

2 World War II in the Pacific is included. It serves as a link between World War II and the Nuclear Age. Japanese expansion and atrocities in China has been omitted.
 3 The details of Arms race and Space race have been omitted. It will be dealt with in detail in Grade 11. Focus should be on brief definition and explanation of Arms race and Space race.

TEACHER NAVIGATION GUIDE						
Topic	Sub-topic	Unit/Content specific concepts	Time	Links to Platinum series and Pearson Navigation Pack	Page reference	
GEOGRAPHY TOPIC 3: SURFACE FORCES THAT SHAPE THE EARTH	Sub-topic 1: Weathering	Unit 1: The concept of weathering	1 hour	Platinum LB Platinum TG	Page 56 Page 56	
		Unit 2: Physical weathering	1 hour	Platinum LB Platinum TG	Page 57 Pages 56–57	
		Unit 3: Chemical weathering	1 hour	Platinum LB Platinum TG	Pages 58–59 Page 57	
		Unit 4: Biological weathering	1 hour	Platinum LB Platinum TG	Page 60 Page 58	
		Unit 5: Impact of human activities on weathering	1 hour	Platinum LB Platinum TG	Page 61 Pages 58–59	
	Sub-topic 2: Erosion and deposition	Unit 1: Difference between weathering, erosion and deposition	1 hour	Platinum LB Platinum TG	Page 62 Pages 59–60	
		Unit 2: Rivers – features of erosion and deposition (along a river course) ⁴	1 hour	Platinum LB Platinum TG	Page 63–66 Page 60–61	
		Unit 1: Human contributions to soil erosion through agriculture, construction and mining	1 hour	Platinum LB Platinum TG	Page 76–77 Page 65–66	
	REVISION AND FORMAL ASSESSMENT 80 MARKS	Sub-topic 3: The impact of people on soil erosion	Unit 2: Case study: agriculture as a contributor to erosion	1 hour	Platinum LB Platinum TG	Page 78–79 Page 66–68
				2 hours	Platinum LB Platinum TG	Page 80–81 Page 69–70
TEST 50 MARKS		Test based on Term 3 work only	1 hour	Navigation Pack: Control Test	Page 40	
 TOTAL HOURS = 10						

⁴ Sub-topic 2: Units 3, 4 and 5 have been omitted - see ATP

Term 3

TEACHER NAVIGATION GUIDE					
Topic	Sub-topic	Unit/Content specific concepts	Time	Links to Platinum series and Pearson Navigation Pack	Page reference
HISTORY TOPIC 3: TURNING POINTS IN MODERN SOUTH AFRICAN HISTORY SINCE 1948. ⁵	Introduction, guidelines and criteria for Oral history and research project:	Suggested topic: How apartheid affected people's lives and how people responded: Research any apartheid law, and interview a person who was affected by that law and determine how he or she responded.	30 min	Platinum LB Platinum TG	Pages 172–173 Page 120
	Sub-topic 1: The Universal Declaration of Human Rights after World War II	Unit 1: The Universal Declaration of Human Rights after World War II Brief definition and explanation of racism	30 min	Platinum LB Platinum TG	Page 170 Page 118
	Sub-topic 3: 1948 The National Party and apartheid	Unit 2: Main apartheid laws in broad outline Unit 3: Case study: Group Areas Act: Sophia town forced removal	1 hour	Platinum LB Platinum TG	Pages 179–180 Pages 124–125 Pages 181–185 Pages 125–126
	Sub-topic 4: 1950s: Repression and nonviolent resistance to apartheid	Oral history and research project: Monitoring progress (30 minutes) SACP banned ANC programme of action Unit 2: Brief biography: Albert Luthuli, his role in the ANC and resistance to apartheid Unit 3: The Defiance Campaign (including the influence of Mahatma Gandhi)	1 hour 1 hour	Platinum LB Platinum TG	Pages 190–191 Page 129 Page 193–194 Page 129–130 Page 195–197 Page 130–131
		Unit 4: Freedom Charter and Treason Trial	30 min	Platinum LB Platinum TG	Page 198–199 Page 131–132
		Unit 5: Women's March Brief biographies:	1 hour	Platinum LB Platinum TG	Page 200–201 Page 132–134
		Unit 6: Helen Joseph OR Lillian Ngoyi and their roles in resistance to apartheid		Platinum LB Platinum TG	Page 202–203 Page 133–134
	Sub-topic 1: 1960: The Sharpeville massacre and the Langa march ⁶	Unit 1: Formation of PAC 1959 Unit 2: 1960 Sharpeville massacre: Causes, leaders, events, short-term and longer-term consequences Unit 3: Events of the Sharpeville massacre 21 March 1960	1 hour	Platinum LB Platinum TG	Page 208 Page 139 Page 209 Pages 140–141 Pages 210–212 Pages 141–142

⁵ The following content has been omitted: Human evolution and common ancestry; and Racial segregation before apartheid (both will be covered in depth in Grade 11); Case study: Bantustans –Forced removal –People of Mogopato Bophuthatswana. Please pay attention for the need to teach an Introduction, guidelines and criteria for Oral History and research project during week 1.

⁶ The following content from Term 4 is included: Formation of PAC 1959; Sharpeville massacre

TEACHER NAVIGATION GUIDE					
Topic	Sub-topic	Unit/Content specific concepts	Time	Links to Platinum series and Pearson Navigation Pack	Page reference
REVISION AND ASSESSMENT 80 MARKS		Revision	3 hours	Platinum LB Platinum TG	Page 204 Pages 135-136
Term 3	Assessment SBA 3: Project	Marks 50 Content: Research Project – Turning Points in modern South African history since 1948 and 1950s How apartheid affected people's lives and how people responded: Research any apartheid law and interview a person who was affected by that law and determine how he or she responded.	1 hour		
 TOTAL HOURS = 10.5					

Term 4

TEACHER NAVIGATION GUIDE					
Topic	Sub-topic	Unit/Content specific concepts	Time	Links to Platinum series and Pearson Navigation Pack	Page reference
GEOGRAPHY TOPIC 4: RESOURCE USE AND SUSTAINABILITY	Sub-topic 1: Resources use	Unit 1: Uses of natural resources – renewable and non-renewable Unit 2: Effects of unwise use of resources ⁷	1 hour	Platinum LB Platinum TG	Page 84 Page 73
	Sub-topic 2: Sustainable use of resources ⁸	Unit 1: Concepts of sustainable and unsustainable resources use Unit 2: Ways resources may be used sustainably ⁹	1 hour	Platinum LB Platinum TG	Pages 85–89 Pages 73–76
	Sub-topic 3: Food resources	Unit 1: Concept of food security – local, regional and global examples Unit 2: Role of science and technology in food production	1 hour	Platinum LB Platinum TG	Pages 91–95 Pages 76–78 Page 22
REVISION AND FORMAL ASSESSMENT 80 MARKS		Unit 3: Sustainable farming – appropriate technologies and farming techniques	1 hours	Platinum LB Platinum TG	Pages 102–103 Pages 81–82
		Term 3 and Term 4 work	3 hours	Platinum LB Platinum TG	Pages 104–105 Page 83–84
	CONTROLLED TEST TERM 3 – 50 MARKS TERM 4 – 25 MARKS		1 hours	Navigation Pack: Control Test	Page 42
TOTAL HOURS = 11					

7 Sub-topic 1: Unit 2 - Either teach Over-fishing the oceans (Platinum LB pages 86 -87 and Platinum TG pages 74 - 75) or Over-grazing (Platinum LB pages 88 -89 and Platinum TG pages 75 - 76).
 8 Sub-topic 2: Unit 3 has been omitted
 9 Sub-topic 2: Unit 2 Either teach Sustainable fishing (Platinum LB pages 92 - 93 and Platinum TG page 77) or Sustainable land use for grazing (Platinum LB pages 94 - 95 and Platinum TG page 78).

TEACHER NAVIGATION GUIDE					
Topic	Sub-topic	Unit/Content specific concepts	Time	Links to Platinum series and Pearson Navigation Pack	Page reference
HISTORY Topic 4: Turning points in South African history 1960, 1976 and 1990 ¹⁰	Sub-topic 1: 1960: The Sharpeville massacre and the Langa march	Unit 4: Langa March: Causes, leaders, events, short-term and longer-term consequences	1 hour	Platinum LB Platinum TG	Pages 213–219 Page 143
	Sub-topic 2: 1976: Soweto Uprising	Soweto Uprising: Unit 1: Causes, leaders, events of 16 June, spiralling events that followed throughout the country, longer-term consequences for resistance and repression	2 hours	Platinum LB Platinum TG	Pages 220–234 Pages 145–149
	Sub-topic 3: 1990: Release of Nelson Mandela and the unbanning of liberation movements	Unit 1: Internal resistance and repression 1980s Events leading to 1994 election (in broad outline)	1 hour	Platinum LB Platinum TG	Pages 235–236 Pages 150–151
		Unit 2: External pressure on the apartheid regime 1980s		Platinum LB Platinum TG	Page 237 Page 151
REVISION AND ASSESSMENT 80 MARKS		Unit 4: Unbanning of political movements 1990 Release of Mandela and other political prisoners 1990 Negotiations and violence 1990 – 1994 Democratic election 1994	30 min	Platinum LB Platinum TG	Pages 240–241 Pages 152–153
Term 4	Assessment SBA 4: Control Test	Revision	3 hours	Platinum LB Platinum TG	Pages 242 Pages 154–155
		Marks 75 Content: Turning Points in Modern South African History since 1960, 1976 and 1994 Essay (20 Marks): Soweto Uprising Turning Points in Modern South African History since 1948 and 1950s Source Based (55 Marks – 47 questions/8 paragraph): Nuclear Age	1 hours	Navigation Pack: Control Test	Page 47
TOTAL HOURS = 9/5					

¹⁰ The following content moved to Term 3: Formation of PAC 1959; 1960 Sharpeville massacre. End of Cold war has been omitted as a topic and will be covered in Grade 12.

Teachers need to choose between one of the following case studies during the term: Brief biographies of Helen Joseph OR Lillian Ngoyi (role in resistance to apartheid)

Targeted Worksheets

SUBJECT	TASK	TOPIC IN CAPS	FOCUS
GEOGRAPHY	1	RESOURCE USE AND SUSTAINABILITY	
		PART A – OVER-FISHING AND SUSTAINABLE FISHING	OVER-FISHING
		PART B – OVER-GRAZING AND SUSTAINABLE LAND USE FOR GRAZING	OVER-GRAZING AND THE SUSTAINABLE LAND-USE FOR GRAZING
HISTORY	2	THE NUCLEAR AGE	INTERPRETING SOURCE BASED QUESTIONS
	3	INTRODUCTION OF COLD WAR	PARAGRAPH AND ESSAY WRITING

Targeted Worksheet 1

Geography Topic 3 and Topic 4

Introduction

Topic 3: Surface forces that shape Earth

The features of erosions and deposition by sea, moving ice and wind has been omitted from this topic. The omission of these three sub-topics will not impact on what the learners need to know further on in Topic 3. More time can be spent on helping the learners to identify the features of erosion and deposition along a river course. The learners need to be able to draw the various river features, as well as describe how these features have formed. Learners need to be able to devise and frame questions about how a river can form these various features along its course. Using Google Earth, Atlases and topographic maps, can strengthen their Mapwork skills in identifying various river features on a landscape. The learners can take their own photographs of river features that they identify in their community or they can find photographs from the Internet and identify the various erosion and depositional features on these landforms.

Topic 4: Resources use and sustainability

Targeted Worksheet 1 Part A and 1 Part B: Complete Part A of this worksheet if the focus in class has been on over-fishing OR complete Part B if the focus in class has been over-grazing and the sustainable land-use for grazing.

Targeted Worksheet 1A and 1B

Total: 25

Time: 35 minutes

Geography Topic 4 Resources use and sustainability

Name: _____

Surname: _____

Part A – Over-fishing and sustainable fishing

Imagine you work for the WWF SASSI (The South African Sustainable Seafood Initiative) and you are working on the SASSI App by providing consumers with basic information about over-fishing. Copy and complete the table below (you should use one A4 page) in which you discuss (in your own words) the concept of over-fishing, the causes and effects of over-fishing and how people can be aware or contribute towards the promotion of sustainable fishing.

What is over-fishing?		(1)
Why do people overfish?	(6)	What are the economic and environmental impacts of over-fishing?
		(6)
1.		1.
2.		2.
3.		3.
Laws that promote sustainable fishing		(4)
1.		
2.		
What is the aim of Marine Protected Areas (MPAs)?		(4)
1		
2.		
What can the consumer do?		(4)
1.		
2.		

Total: [25]

Total: 25**Time: 35 minutes**

Part B – Over-grazing and the sustainable land-use for grazing

Read the Case Study below and answer the following questions.

Case Study: The Red Desert in South Africa is the world's smallest desert

The world's smallest desert can be found in South Africa, in Port Edward, KwaZulu-Natal. The Red Desert is about 200 metres in diameter. This desert is red because the iron in the sand has developed an oxide (like rust) which makes the sand grains a red colour. One of the beliefs (or theories) of how this desert formed was due to over-grazing from the livestock herds from the Zulu tribes in the area during the 1800s.

As part of protecting this unique area, the South African National Roads Agency (SANRAL) has been planning on building a fence to protect the desert. The desert forms part of the Red Desert Nature Reserve. This reserve has a rich biodiversity in plants and animals. There are plant species that are on the SANBI Red Data list. This list provides information about the conservation status of indigenous plants in South Africa. Archaeological artefacts dating back to the Stone Age have been found in this desert. There are no built facilities in the reserve but people can hike or ride along the mountain bike trail, which forms part of a longer trail route that leads to the Umtamvuna Gorge.



(Source: Author – Claire Steyn)

1. Where is the world's smallest desert located? (1)
2. How big is the Red Desert (1)
3. What is the belief (or theory) of how this desert formed? (2)
4. Explain three effects of over-grazing. (6)
5. Discuss how over-grazing can be prevented. (6)
6. From the article, how is the Red Desert being protected? (2)
7. Do you think the way in which the Red Desert is being conserved is sustainable? Explain your answer. (2)
8. What is desertification? (1)
9. Discuss two other factors that can worsen the effect of over-grazing in region that is experiencing desertification (4)

Total: [25]

Targeted Worksheet 2

Introduction

The greatest adjustment required by History teachers working under pandemic-imposed conditions is how to allocate their time. Previously there was a balance between working through content and historical skills development. The adjustments that have been made require a new balance to be developed by teachers. The limited time for interacting in classrooms means that teachers now need to focus less on the content they are teaching and spend more time ensuring that the necessary skills are mastered. The skills developed by history learners in Grade 9 are the same ones that they will use throughout their school career. As such taking the time to help learners understand the different levels of questioning and what is required from them at each level is essential for their future success.

History Topic 2: The Nuclear Age and the Cold War

Skills focus: Answering source based questions

There are three cognitive levels of Source Based Questions in History. Each level tests a different set of skills that the learners are expected to have developed. While studying History, History learners will continue to use the same set of skills with the primary difference being a change in the weighting of questions asked at each cognitive level. For Grade 9 the required weighting is 30% at Level 1, 50% at Level 2 and 20% at Level 3. It is important to make sure that learners understand the difference between these levels as the expectation for how to respond to the question is different for each level. Unfortunately for learners the question paper does not indicate the cognitive level of each question and as such learners need to learn which instructions or questions are associated with each level so that they may respond appropriately.

Level 1 is knowledge recall and extraction of information from the sources. At this level, learners may be asked either to provide a definition of a historical concept or alternatively to find the appropriate response located in the text. When extracting information from the text it is essential that learners realise their answers must come verbatim from the text. This is a standard that flows down from the NSC exam and learners who do not include the exact phrase or wording from the source are marked as incorrect. Questions or instructions that are commonly used at Level 1 include but are not limited to: identify, list, quote, define, "according to". It is useful to go through each of these words with learners to help them understand what each word means (especially relevant for second or even third language learners).

Level 2 is about interpretation and application of information from the sources. These questions are designed to get the learners opinions and knowledge of information from the sources. Unlike Level 1, learners must use their own words to answer Level 2 questions, even if the answer can be located in the source. Again, learners who do not use their own words will be marked as incorrect. Questions and instructions that are commonly used at Level 2 include but are not limited to: explain, comment, why. It may be useful to indicate to learners that *explain* means show your understanding using your own words while *comment* means show your opinion using your own words.

Level 3 requires evaluation and analysis of sources as well as synthesis of information. Synthesis of information requires learners to write a paragraph which will be covered in the next worksheet.

Evaluation of sources is considered one of the most difficult skills as it requires learners to look holistically at the source and place it in context of the topic as a whole. In this case learners aren't only looking at the content of the source but who produced it, where it was published and how it can be interpreted. In later grades learners will also be required to compare information between sources (although not tested at a Grade 8 level it is definitely encouraged to start introducing this skill as soon as possible). Questions and instructions commonly used at Level 3 may include but again are not limited to: usefulness, reliability, bias, limitations, compare.

The final piece of the Source Based puzzle that learners need to master is understanding how much to answer at each question. Mark indications are essential and learners need to pay particular attention to this. History questions are always presented with a breakdown of the mark allocation. Please note there are no half or partial marks awarded in history. Use one tick per mark allocated. The three most common allocations are:

- (2x1)(2): Learners need to provide two short answers worth one mark each. (✓✓)
- (1x2)(2): Learners are required to provide one detailed answer that is fully explained. (✓✓)
- (2x2)(2): Learners are required to provide two clear detailed answers that are fully explained. (✓✓✓✓)

Targeted Worksheet 2

Total: 30

Time: 50 minutes

Topic 2: The Nuclear Age and the Cold War

Name: _____

Surname: _____

Refer to *Platinum Social Science Grade 9 Learners Book* page 143 to answer the following questions:

1. Identify the goal of the Manhattan Project (1x2) (2)
2. Comment on why, in Source B, Oppenheimer compares the Manhattan Project to the Hindu god Vishnu. Use the quote: "Death, the destroyer of worlds" to assist you. (2x2) (4)
3. How reliable is Source B to a Historian studying the Manhattan Project? (2x2) (4)

Refer to *Platinum Social Science Grade 9 Learners Book* page 143 to answer the following questions:

4. List the two cities that had atomic bombs dropped on them (2x1) (2)
5. According to the text, why were these two cities chose to be bombed? (1x2) (2)
6. Explain why in Source C, Einstein is quoted as saying he "would have become a watch maker" (2x2) (4)
7. Explain how atomic bombs have led to a new age of war. (2x2) (4)
8. Write a paragraph of about 80 words in which you explain how the Manhattan Project changed the world forever. (8)

Total: [30]

Targeted Worksheet 3

History Topic 2: The Nuclear Age and the Cold War

Skills focus: Writing an essay

A History essay is an argumentative essay in which learners take a stance and use the information that they have learned to defend that stance. Learners often struggle to write essays for a variety of reasons. Teachers often provide learners with a pre-written essay to overcome these barriers. This is actively discouraged. Learners should rather be encouraged to complete a practice essay. This essay can then be adapted to match the question they are asked in the assessment. The bulk of the essay will remain the same, with the key difference coming through in their line of argument. Learners need to write an introduction, body and conclusion. Each separate section requires a slightly different approach and learners need to be guided through this. In History, learners are not allowed to use headings in their essays.

An introduction is key to setting the tone for an essay and helps provide context for the essay. It should begin with a clear response to the question where learners take a stance and importantly explain why they took that stance. This establishes a line of argument that the learners will need to support throughout the body of the essay. This will change with every question. The rest of an introduction should answer the following four questions: What is this essay about (the main theme or idea discussed – in this case competing ideologies)? Where is the story taking place? When is it happening? Who are the main people in the story? Regardless of the essay question, these four answers will remain relevant to the topic can be used in any essay.

Learners need to make use of “**The PEEL method**” to write a clear and coherent paragraph (this can be used to answer a paragraph question in the source based section as well). The PEEL method helps learners to construct a structured and logical way.

P – Point: The main reason for writing this paragraph. In stead of writing a heading for your paragraph, write it as a whole sentence as the first line of your paragraph. This is the easiest way to write a point.

E – Explain: Go into more detail about your point and show the reader exactly what you meant. If you used any difficult historical words in your point, this is a good place to explain them.

E – Example: These are the facts that you write to help prove what you are saying is true.

L – Link: This sentence helps show how your paragraph answers the question. It connects the paragraph to the question. You can also use it to introduce the next paragraph.

Finally, learners must construct a conclusion to bring their essay to a close. Often learners struggle with this as they attempt to write a summary of the story. A conclusion should rather be a summary of the argument. The argument is a combination of the points and links included in each paragraph. No new content should be introduced in a conclusion. Learners must **always** write a conclusion, even if their essay is incomplete.

Argument and content hold equal weighting when marking. A learner who knows all the content but does not create an argument can get a maximum mark of content Level 5 and presentation Level 3 on the essay rubric.

Targeted Worksheet 3**Total: 20****Time: 60 minutes**

Topic 2: The Nuclear Age and the Cold War

Name:**Surname:**

Answer the following question by writing a practice essay in your notebook. Use the guideline below to help you stay on track. Make sure you use your own words and follow the **PEEL method**.

“The Cold War was a clash of Communism and Capitalism that defined the second half of the 20th Century”.

To what extent do you agree with the above statement?

Use the guideline below to help you write an essay of between 1–2 pages where you explain your answer.

- Introduction
- Superpowers
- The Arms and Space Race
- Dividing Germany
- The Fall of the Berlin Wall
- Conclusion

Targeted Worksheet 1 Answers

Geography Topic 4: Resource use and sustainability

Part A – Over-fishing and sustainable fishing

What is over-fishing? (1)	
Catching too many fish at a rate that the species cannot be replaced. ✓	
Why do people overfish? (6)	What are the economic and environmental impacts of over-fishing? (6)
1. It is easier to catch more fish due to modern fishing methods and technology (large fleets, huge nets) ✓✓	1. If over-fishing results in less food being available. ✓✓
2. The world's population has increased rapidly, therefore there is a greater demand for fish, therefore fishing companies catch more fish. ✓✓	2. Marine plants and animals are negatively impacted by over-fishing as their natural ecosystems and food webs can be disrupted. ✓✓
3. There are few international laws that enforce policies that outline how much fish can be caught. ✓✓	3. Over-fishing can lead to less fish being available to be caught, which in turn leads to unemployment. ✓✓
Laws that promote sustainable fishing (4)	
1. There needs to be a clear quota (internationally) on how much of different species of fish can be caught. ✓✓	
2. The enforcement of laws and quotas needs to be stricter in order to decrease the use of fish stocks. Large fines can be given to those who do not follow the law. ✓✓	
What is the aim of Marine Protected Areas (MPAs)? (4)	
1. To provide safer habitat for the breeding and growth of fish. ✓✓	
2. To protect these habitats from human activities. ✓✓	
What can the consumer do? (4)	
1. Educate friends and family about fishing through social media and documentaries. ✓✓	
2. Download the App from SASSI to see which fish species are endangered. ✓✓	

Total: 25

Part B – Over-grazing and the sustainable land-use for grazing

Time: 35 minutes

- In Port Edward, KwaZulu-Natal. ✓ (1)
- 200 metres in diameter. ✓ (1)
- It is believed that a Zulu tribe used this area for cattle grazing. Over-grazing may have resulted from this. ✓ (1)

4. Over-grazing does not allow plants enough time to grow. ✓✓ If there are no plants, then the soil is vulnerable to a greater rate of erosion from water and wind. ✓✓ Animals become less healthy due to less vegetation being available. ✓✓ (6)
5. Over-grazing can be prevented by:
 - Rotational grazing – the animals spend a period of time on one piece of land, then they move onto another piece of land to graze. This allows the vegetation to be replenished. ✓✓
 - Strip grazing – a moveable electric fence is used as a boundary where the animals can feed in a field. All the vegetation is eaten by the animals, and then they move onto another strip of the field. ✓✓
 - Providing fodder – the animals can be fed fodder during the winter or dry months, as the vegetation grows more slowly during this time. ✓✓ (6)
6. The Red Desert was included in a nature reserve ✓ and SANRAL will be building a fence around the desert to protect this area. ✓ (2)
7. Yes ✓, because the Red Desert is part of nature reserve where the biodiverse plants and animals are being protected from human activities. ✓ Making the Red Desert part of a nature reserve allows people to visit the area and be educated on the effects of over-grazing and how it can be managed. ✓ [1 mark for the answer and 2 for the explanation]

OR

No ✓ If there are too many people visiting the reserve, then there is a possibility of litter and noise pollution ✓ which can disrupt the local ecosystems. ✓ OR there are few built facilities in the reserve which suggest that security may be lacking, which means that the indigenous plant species are not protected and conserved. ✓ [1 mark for the answer and 2 for the explanation] (3)
8. Desertification is where human activities and climate change decreases the quality of the land in the drier areas. ✓ (1)
9. If the area experiences little rainfall over a longer period of time, then there is little growth in vegetation, which is further depleted by livestock eating in this degraded area. ✓✓ Overpopulation in an area (due to migration from politically unstable countries) can increase the rate of over-grazing which allows for desertification to continue. ✓✓ (4)

Total: [25]

Targeted Worksheet 2 Answers

History Topic 2: The Nuclear Age and the Cold War

1. To research and produce an atomic bomb ✓✓ (2)
2. The Manhattan Project created the atomic bomb which would kill lots of people ✓✓
Vishnu is the Preserver; Shiva is the Destroyer. ✓✓ ANY OTHER RELEVANT RESPONSE. (4)
3. It is reliable because it was a statement by the head of the Manhattan Project which makes it a Primary source. ✓✓ It is not biased as it shows both the good and the bad sides of how people felt about the Manhattan Project. ✓✓ ANY OTHER RELEVANT

- RESPONSE (4)
4. Nagasaki ✓ Hiroshima ✓ (2)
5. Hiroshima and Nagasaki were chosen as targets because they produced weapons of war for Japan. ✓✓ (2)
6. Einstein feels responsible for creating the atomic bomb and regrets his role. ✓✓ Einstein is unhappy that his ideas led to the deaths of thousands of people and changed the world forever. ✓✓ ANY OTHER RELEVANT RESPONSE. (4)
7. Atomic bombs meant that mass destruction could take place and cities could be destroyed with one bomb. ✓✓ Atomic bombs meant that it is easy for one country to destroy another country completely. ✓✓ ANY OTHER RELEVANT RESPONSE (4)
8. Mark the paragraph holistically using the following rubric.

Level	Level Descriptors
1 (0-2)	<p>Uses evidence in elementary manner: Shows little to no understanding of how the Manhattan Project changed the world forever.</p> <p>Uses evidence to only partially write a paragraph on the topic or answers the question only to a minor extent.</p>
2 (3-5)	<p>Evidence used is mostly relevant and relates to a great extent to the topic, e.g. shows a basic understanding of how the Manhattan Project changed the world forever.</p> <p>Uses evidence in a basic manner to write a paragraph.</p>
3 (6-8)	<p>Uses relevant evidence, e.g. demonstrates a thorough understanding of how the Manhattan Project changed the world forever.</p> <p>Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</p>

(8)

Total: 30

Targeted Worksheet 3 Answers

History Topic 2: The Nuclear Age and the Cold War

The following may be used as a **content summary** for the essay:

Introduction: Suitable response to question to establish an argument. Learners need to either agree or disagree and then stick to that argument throughout the essay. The introduction should cover the following ideas:

What: Competing Ideologies – An Ideology is a set of beliefs or ideas that define how you see the world. The two ideologies in this story are communism and capitalism.

Where: This affected the entire world.

When: It started in 1946 after WWII and ended in 1991.

Who: The two main countries were the superpowers: The United States of America (USA) and the Union of Soviet Socialist Republics (USSR)/Russia

Superpowers: The two strongest countries in the world were the USA and USSR. They had very different beliefs but both wanted to spread their power around the world.

The Arms and Space Race: Desire for nuclear weapons, Mutually Assured Destruction (MAD), Cuban Missile Crisis the closest the world came to total destruction. Desire to control space and develop rockets led to a competition to see who could have the most advanced technology. USSR sent the first person to space, but the USA landed the first person on the moon.

Dividing Germany: After WWII Germany was divided into two, West Germany controlled by Britain, France, and USA. East Germany controlled by USSR. Berlin which was in East Germany also divided between Western Powers and USSR. In 1961 the Berlin Wall was built as a physical representation of the cold war and a barrier between the two superpowers.

The Fall of the Berlin Wall: In 1985 Gorbachev became the leader of the USSR and introduced the policies of perestroika and glasnost to try and fix the failing economy. These were the first steps to ending communism in the USSR. The East German started protests and in 1989 the new German Government tore down the Berlin Wall and the USSR did nothing to stop them. In 1990 Germany became one country and by 1991 the USSR collapsed, and the Cold War was over.

Conclusion: This should be a summary of the argument presented and not a summary of the story and content.

Use the rubric on page 54-55 to evaluate.

Exemplar Assessments

Exemplar Assessment

Time: 1.5 hours

Total: [75]

Geography Term 2 Controlled Test

Name:

Surname:

Section A: Mapwork

QUESTION 1

Refer to the orthophoto map (Figure 3) on page 10 of the *Platinum Social Sciences Grade 9 Learner's Book* and answer the questions that follow.

- 1.1 Explain the difference between a vertical aerial photograph and an orthophoto. (4)
- 1.2 Identify one natural feature and one constructed feature from this orthophoto map. (2)
- 1.3 In which direction is the Mtamvuna River flowing? Give a reason for your answer by providing evidence from the orthophoto. (4)

[10]

QUESTION 2

Refer to the topographic map (Figure 20) on page 19 of the *Platinum Social Sciences Grade 9 Learner's Book* and answer the questions that follow. Assume this map has a scale of 1:50 000.

- 2.1 Measure the length of the dam wall (C2) in centimetres. Calculate the real distance of this dam wall in metres. (2)
- 2.2. Measure the distance between the station in A4 to the station in B4 in centimeters. Convert your answer into the real distance of kilometres. (2)
- 2.3 Give the height of the trig beacon in C2. (1)
- 2.4 Identify the line of latitude that is closest to Waboomkop in C1. (2)
- 2.5 Describe the gradient between spot 649 (B2) to Groenvlei (A3). (4)
- 2.6 Discuss why the settlement of Paarl has not extended to the west of the map. Use block references (i.e. A1) to support your answer. (4)

[15]

Total: [25]

Section B: Development

Question 1: Definitions

- 1. Match the terms in Column A with the correct definition in Column B. Only write the number and letter. For example: 1B. (10)

	Column A		Column B
1	Life expectancy	A	The value of goods and services produced in a country in one year.
2	Infant mortality	B	The percentage of the population over the age of 15, who can read and write.
3	Literacy	C	The number of babies per 1 000 live births who die before they are one year old, including those who die at birth.
4	GDP	D	The average duration a person is expected to live.
5	GDP per capita	E	This value is divided by total population of a country.
		F	The money that is generally used in a country.

[10]

Question 2: Colonisation

- 2.1 With reference to natural resources, what was the aim of colonisation? (2)
- 2.2 List two countries that were colonised. (2)
- 2.3 Explain why the process of underdevelopment occurred in the colonised countries. (6)

[10]

Question 3: Trade

- 3.1 Explain the term *multinationals*. (2)
- 3.2 Discuss how globalisation can lead to unfair trade. Use the following terms in your answer: (4)
- Multinationals
 - MEDCs
 - LEDCs.
- 3.3 Analyse three ways in which trade can help promote development in a country. (6)

[12]

Question 4: Technology's impact on development

4. Read the following case study of mobile technology in Africa.
- One of the fastest growing markets in Africa is mobile technology (i.e. cell phones). The Fourth Industrial Revolution (4IR) is the ongoing use of machinery in traditional manufacturing and industrial activities, but there is the added use of modern smart technology such as advances in artificial intelligence (AI), robotics, the Internet of Things (IoT), 3D-printing and the use of mobile technology. About 50% of Africans access the Internet through their mobile device. Only 4% of the world's electricity is used in Africa, which means that most people in Africa cannot afford to continuously keep a computer charged and switched on, and the cost of computers is expensive. In comparison to the maintenance and affordability of a computer, the mobile phone has become the more affordable and accessible option of technology for most people living in Africa. Mobile phones are versatile devices by which people can use Internet banking, gain access to health care tips, improve literacy and support agricultural practices. For example,

Safaricom is a mobile network in Kenya that uses a service called MPesa, which allows the user to store money, pay bills and send money to friends and family. In terms of improvement to access of health care, various websites and social media platforms (such as Facebook, Twitter and WhatsApp) have allowed many people in Africa to have access to information about basic health care and nutrition tips. Various applications (Apps) and online courses have helped improve literacy rates and assist in the build-up of professional skills. Organisations like Worldreader and Binu have improved the access to digital content in Africa, using social networking and Apps on a mobile device. Smallholder farmers can use mobile technology to communicate with other farmers, who live great distances apart, as well use digital financial services offered by banking and financial institutions. Mobile devices can be connected to remote sensing data, which informs farmers of weather and climate conditions, enabling them to be alerted about possible floods or droughts.

- 4.1 How is Africa being included more in The Fourth Industrial Revolution? (2)
- 4.2 Discuss how mobile phones have improved access to:
 - a) Health care (2)
 - b) Education (2)
- 4.3 Analyse and discuss how increased literacy through mobile phones helps improve development in a country. (4)
- 4.4 Describe how mobile technology can be part of conventional and alternative development. (4)
- 4.5 Explain how mobile technology can contribute to sustainable development. (4)

[18]

Total: [50]

Exemplar Assessment

Total: 75

Time: 2 hours

History Term 2 Controlled Test

Name:

Surname:

Answer all the questions below.

Section A: Source Based Questions

Question 1: Warsaw Ghetto Uprising

1.1 Study Source H on page 125 of the *Platinum Grade 9 Learner's Book*.

- 1.1.1 List any three groups that were targeted by the Nazis. (3x1) (3)
- 1.1.2 Why does the author say that he did not speak up for the Jewish people? (1x2) (2)
- 1.1.3 Comment on what you think the author is trying to say about resisting oppression. (2x2) (4)

1.2 Study Source I on page 125 of the *Platinum Grade 9 Learner's Book*.

- 1.2.1 Identify the religious group of the people in this photograph. (1x2) (2)
- 1.2.2 Explain the role of the soldiers in the Warsaw Uprising. (2x2) (4)
- 1.2.3 How useful this source would be to a historian studying the Warsaw Ghetto Uprising. (2x2) (4)

1.3 Study Source J on page 125 of the *Platinum Grade 9 Learner's Book*.

- 1.3.1 Who wrote this report? (1x2) (2)
- 1.3.2 Comment on how the author views the victims of the Warsaw uprising. (2x2) (4)

[25]

Question 2: Was the USA's use of nuclear bombs on Japan justified?

2.1 Study Source N on page 148 of the *Platinum Grade 9 Learner's Book*.

- 2.1.1 Identify the name of the bomb that was dropped on Hiroshima. (1x2) (2)
- 2.1.2 Why did the pilot hope that the bombing would be a success? (1x2) (2)
- 2.1.3 Explain why the pilot believed his mission would save lives. (2x2) (4)

2.2 Study Source R on page 149 of the *Platinum Grade 9 Learner's Book*.

- 2.2.1 Identify two after-effects that the atomic bomb caused. (2x1) (2)
- 2.2.2 Comment on the why an atomic bomb can be seen as more harmful than a regular bomb. (2x2) (4)
- 2.2.3 Why would this source be reliable to a historian studying the Hiroshima bombings? (1x2) (2)

2.3 Study Source I on page 147 of the *Platinum Grade 9 Learner's Book*.

- 2.3.1 What happened to the man in this photograph? (1x2) (2)
- 2.3.2 How do we know the atomic bombs caused the Japanese to suffer? (2x2) (4)

- 2.4 Using your own knowledge as well as the information in the sources write a paragraph of approximately 80 words in which you explain if the USA's use of nuclear bombs on Japan was justified. (8)

[30]

Section B: Essay question

Question 3: Introduction of the Cold War

“Competing ideologies of Communism and Capitalism and a desire to be the strongest led the superpowers to the start of the Cold War.”

To what extent do you agree with the above quote? Write an essay of about two pages in which you justify your answer.

[20]

Total: [75]

Exemplar Assessment

Time: 1 hour
Total: [50]

Geography Term 3 Controlled Test

Name: _____

Surname: _____

Question 1

1. Write down the correct term, next to each of the definitions below. For example: All the loose material moved by a river that is also deposited – Answer: load
 - 1.1 The wearing away of the land by natural forces. (2)
 - 1.2 Smaller rivers that flow into larger rivers. (2)
 - 1.3 A type of chemical reaction that occurs in rocks and objects that have iron. (2)
 - 1.4 The weathering process that occurs when rocks expand in the heat of the day and contract during the cool night-time. (2)
 - 1.5 The wearing away of rocks and soil. (2)

[10]

Question 2

- 2.1 Copy and complete the table below by comparing the different types of weathering. (6)

Physical weathering	Chemical weathering	Biological weathering

- 2.2 With the aid of a diagram, explain the process of freeze thaw action. (8)
- 2.3 Describe the chemical process of hydrolysis. (6)

[20]

Question 3

Study Figure 1 and Figure 2 below and answer the questions that follow.

- 3.1 Along which part of a river's course are gorges located? (2)
- 3.2 Explain the development of a gorge. (2)
- 3.3 Describe the development of a waterfall. (6)

[10]



Figure 1:
Graskop Gorge in Mapumalanga



Figure 2: Panorama Falls in Graskop Gorge

(Source: Author – Claire Steyn)

Question 4

4. Study Figure 3 below and answer the questions that follow.

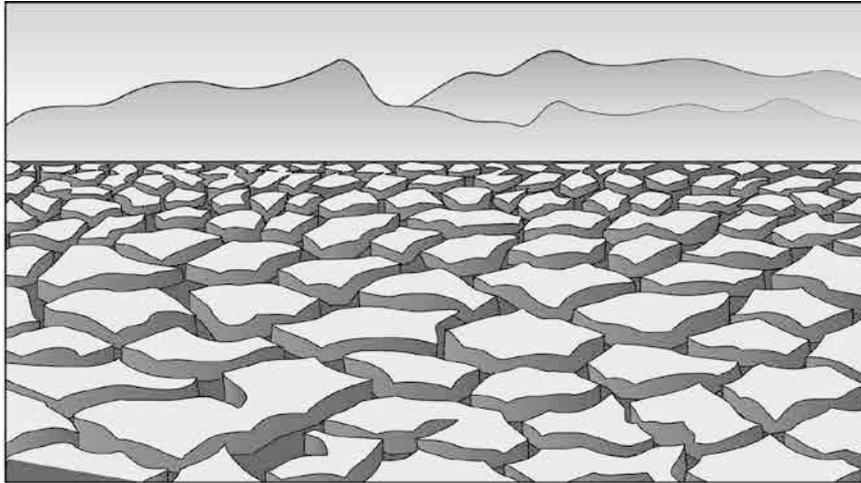


Figure 3: Exposed soil due to 'soil erosion'.

- 4.1 Define the term soil erosion. (2)
- 4.2 Explain how monoculture contributes to soil erosion. (4)
- 4.3 How does crop rotation lessen the impact of soil erosion? (4)

[10]

Total: [50]

Exemplar Assessment

Time: 1.5 hours

Total: [75]

Geography Term 4 Controlled Test

Name: _____

Surname: _____

Section A: Forces that shape the earth

Question 1

- 1.1 Explain the difference between weathering and erosion. (4)
- 1.2 Discuss the process of exfoliation. (6)
- 1.3 1.3.1 Briefly describe the formation of carbonic acid. (2)
- 1.3.2 How does carbonation cause a building to collapse? (2)
- 1.4 Study Figure 1 below and answer the questions that follow.



Figure 1: Lichen on a rock.

(Source: Author – Claire Steyn)

- 1.4.1 Identify the type of weathering shown in Figure 1. (2)
- 1.4.2 What are lichen? (2)
- 1.4.3 Describe how lichen weathers down rocks. (4)

[22]

Question 2

2. Study Figure 2 below.



Figure 2: Blyde River Canyon in Mpumalanga

(Source: Author – Claire Steyn)

- 2.1 From Figure 2, draw and describe the gradient (steep or gentle) of the contour lines for the slope labelled A. (4)
- 2.2 Explain the development of a canyon. (6)

[10]

Question 3

Read the fact file about levees and answer the questions that follow.

Fact File: Natural levees along a river's course.

- Levees increase the amount of fertile soil available for agriculture.
- In the Padma-Meghna basin in Bangladesh and India, crops such as potato, wheat, peanuts, mustard, watermelon and cucumber are grown on natural levees.
- Rivers protect the surrounding settlements from flooding.
- Various type of vegetation (bushes, trees, grasses, herbs) can grow on levees.

- 3.1 Using three diagrams, describe the development of a levee along a river. (6)
- 3.2 Discuss the socio-economic importance of levees. (4)

[10]

Question 4

4. Study Figure 3 below and answer the questions that follow.



Figure 3: Soil erosion on a farm in Bloemfontein.

(Source: Author – Claire Steyn)

- 4.1 Many farmers use machines (ploughs, seed planters, weeding machines, etc.) to grow and harvest their crops. Discuss how farmers ploughing the land can lead to soil erosion as shown in Figure 3. (4)
- 4.2 Bloemfontein experiences a semi-arid climate. Explain how a farmer ploughing in a dry climate can increase the chances of soil erosion occurring on their farm. (4)

[8]

Total: [50]

Section B: Resource use and sustainability

Question 1

Question 1 must be answered fully.



Figure 4: Paper recycling bin

(Source: Author – Claire Steyn)

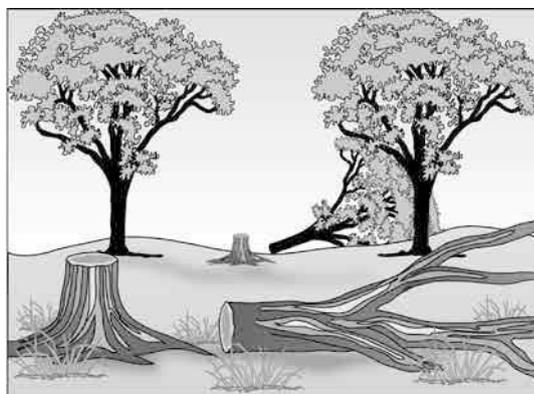


Figure 5: A tree that has been cut down

- 1.1 Explain the difference between renewable and non-renewable resources. (4)
 - 1.2 By referring to Figure 4 and 5, discuss how people can use resources wisely and unwisely. (4)
- [8]**

Question 2

Answer Question 2, if the focus in class has been over-fishing and sustainable fishing.

- 2. Study Figure 6 below and answer the questions that follow.



Figure 6: An information poster next to a beach

- 2.1 Give one reason as to why people over-fish. (2)
 - 2.2 Describe three effects of over-fishing. (6)
 - 2.3 One of the ways to promote sustainable fishing is by creating MPAs.
 - 2.3.1 Write out MPAs in full. (1)
 - 2.3.2 Figure 6 states that "Unlike game enclosures on land, there are no 'fences for fishes.'" In your own words, explain this statement. (4)
 - 2.3.3 Write down two aims of MPAs. (4)
- [17]**

OR

Question 3

Answer Question 3, if the focus in class has been over-grazing and sustainable land-use for grazing.

- 3. Study Figure 7 below and answer the questions that follow.

Global land use for food production

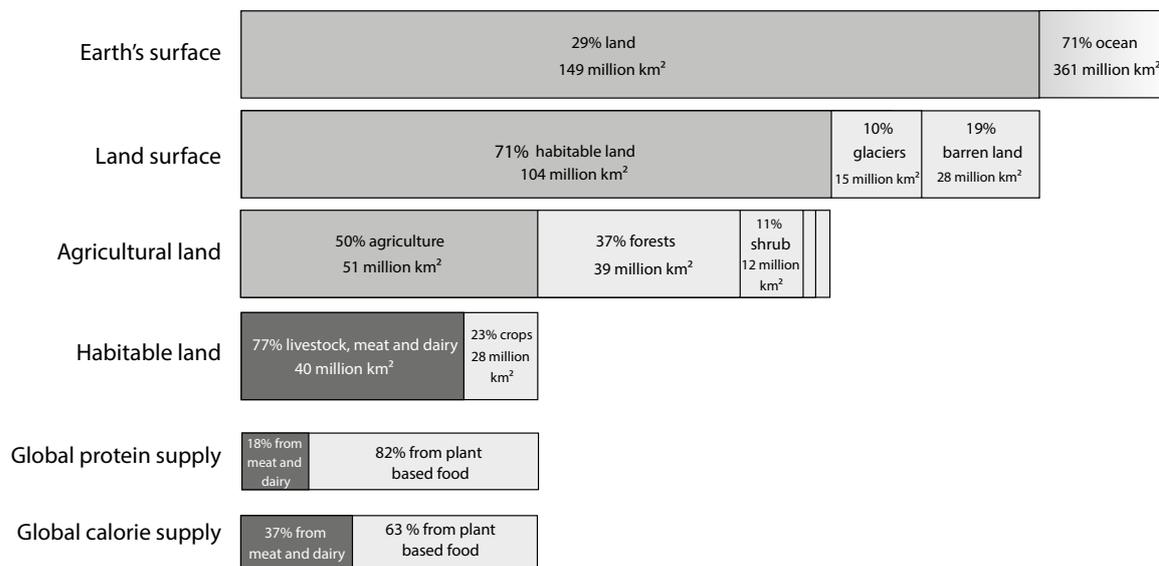


Figure 7: Global land use for food production

The Earth's surface (100%) is made up of 29% land and 71 % ocean. Of the land, 71% is habitable (i.e. people can live on the land). Of the habitable land, 50% is used for agriculture.

- 3.1 What percentage of the agricultural land is used for farming livestock? (1)
- 3.2 Define the term over-grazing. (2)
- 3.3 A large percentage of the agricultural land is used for livestock farming. Over-grazing is one of the environmental problems that results from this type of farming. Discuss two effects of over-grazing. (4)
- 3.4 What is food security? (2)
- 3.5 Suggest why plant-based food has the greatest calorie and protein supply globally. (4)
- 3.6 Agriculture is the main source of employment, livelihood and income in developing countries. Explain how people from developing countries can farm more sustainably, so that they can be more food secure. (4)

[17]

Total: [25]

Exemplar Assessment

Time: 2 hours

History Term 4 Controlled Test

Name:

Surname:

Section A: Source Based Questions

Answer all the questions below.

Question 1: How was the beauty of Sophiatown destroyed by the Group Areas Act?

1.1 Study Source J on page 181 of the *Platinum Grade 9 Learner's Book*.

- 1.1.1 According to the source, what was Sophiatown? (1x2) (2)
- 1.1.2 Identify the word in the text that shows the author knew that Sophiatown was not perfect. (1x2) (2)
- 1.1.3 Explain why the Apartheid government would be unhappy with a suburb like Sophiatown. (2x2) (4)

1.2 Study Source T on page 185 of the *Platinum Grade 9 Learner's Book*.

- 1.2.1 What was the Group Areas Act of 1950? (1x2) (2)
- 1.2.2 What made life miserable for those who stayed in Sophiatown? (1x2) (2)
- 1.2.3 Explain the role the police played in the destruction of Sophiatown. (2x2) (4)
- 1.2.4 Comment on how you think the residents of Sophiatown would have felt about the Group Area Act. (2x2) (4)

1.3 Study the picture at the top of page 185 of the *Platinum Grade 9 Learner's Book*.

- 1.3.1 What was Sophiatown renamed after it was destroyed? (1x1) (1)
- 1.3.2 Comment on what you think happened to the building in the picture. (1x2) (2)
- 1.3.3 Explain why you think the Apartheid Government destroyed Sophiatown. (2x2) (4)

- 1.4 Using the information in the sources as well as your own knowledge write a paragraph of about 80 words in which you explain how the beauty of Sophiatown was destroyed by the Group Areas Act. (8)

[35]

Question 2: Was the Sharpeville massacre a tragedy that should never have happened?

2.1 Study Source D on page 210 of the *Platinum Grade 9 Learner's Book*.

- 2.1.1 According to the source, how many people were in the crowd outside the police station? (1x2) (2)
- 2.1.2 What happened to the majority of those who were killed? (1x2) (2)
- 2.1.3 Comment on why police witnesses would have said that the crowd was throwing rocks. (2x2) (4)

2.2 Study Source G on page 211 of the *Platinum Grade 9 Learner's Book*.

2.2.1 Identify two things the author found to make him believe no one in the crowd had weapons. (2x1) (2)

2.2.2 Explain why the author did not believe that the police were really in danger. (2x2) (4)

2.3 Study Source I on page 211 of the *Platinum Grade 9 Learner's Book*.

2.3.1 Comment on whether the people in this photograph appear dangerous. (1x2) (2)

2.3.2 Why would this source be useful to a historian studying the Sharpeville massacre? (2x2) (4)

[20]**Section B: Essay question****Question 3: The Soweto Uprising**

"Black Consciousness played a key role in helping the SSRC fight against the Bantu Education Act in the 1976 Soweto Uprising."

To what extent do you agree with the above quote? Write an essay of about two pages in which you justify your answer.

[20]**Total: [75]**

Exemplar Assessment

Total: 75

Geography Term 2 Controlled Test

MEMORANDUM

Section A: Mapwork

Question 1

- 1.1 A vertical aerial photograph shows the land directly above the Earth's surface. ✓✓
An orthophoto is a combination of a map and a vertical aerial photograph. ✓✓ (4)
 - 1.2 One natural feature – Mtamvuna River, ocean, trees, fields, beach (Any one). ✓ One
constructed feature – road, bridge, houses (Any one). ✓ (2)
 - 1.3 The Mtamvuna river is flowing in a SE direction ✓✓, towards the ocean. The mouth of the
river meets the ocean as seen in the orthophoto. ✓✓ (4)
- [10]

Question 2

- 2.1 The dam wall is ✓ = 250 m. ✓ Leeway: 200 m – 300 m (2)
- 2.2 The distance between the stations is 6,2 cm✓. = 3,1 km✓. Leeway: 3,05 km – 3,15 km (2)
- 2.3 648,7 m (accept 648 m as the 7 is partially covered by the rocky outcrop). ✓ (1)
- 2.4 The line of latitude closest to Waboomkop is 33 degrees 44 minutes ✓✓ (2)
- 2.5 From spot height 649 to trig beacon 352 (A2), the gradient is gentle ✓ as the contours
are further apart ✓, but from trig beacon 352 to Groenvlei, the gradient is steep ✓ as the
contour lines are closer together. ✓ (4)
- 2.6 Paarl has not extended to the west of the map, because the nature reserve ✓ is located on
a mountain in this part of the map ✓. This is shown by the steeper gradient (closer contour
lines) in A2/B2/C2 ✓ and the land flattens out at the top in A1/B1/C1 ✓ (4)

SECTION B: DEVELOPMENT

Question 1: Definitions

- 1. D ✓✓
- 2. C ✓✓
- 3. B ✓✓
- 4. A ✓✓
- 5. E ✓✓

[10]

Question 2: Colonisation

- 2.1 The aim of colonisation was to exploit and control natural resources in the lands that were
colonised. ✓✓ (2)

- 2.2 Any two countries that have been colonised may be listed, i.e. Brazil, Mozambique, India, Kenya, etc. ✓✓ (2)
- 2.3 Powerful European countries controlled trade. ✓✓ Powerful European countries would use cheap natural resources and labour in their colonies ✓ to manufacture goods and sell these goods at high prices ✓ in the MEDCs. The colonies miss earning this money from the use of their natural resources and labour, which led to underdevelopment. ✓✓ (6)

[10]

Question 3: Trade

- 3.1 Multinationals are big companies owned by MEDCs. ✓✓ (2)
- 3.2 Globalisation leads to unfair trade as multinationals use the natural resources and labour from LEDCs ✓✓ to create goods ✓ that are then sold at high prices in MEDCs. ✓ (4)
- 3.3 Trade can lead to development if the countries that have lots of natural resources and labour, receive higher prices for their products. ✓✓ If workers and producers receive higher wages, then the government can get more taxes to provide basic services. ✓✓ If there are more schools and greater access to health care, then there will be more skilled people to help develop the country further by processing raw materials, which can be exported at higher prices. ✓✓ (6)

[12]

Question 4: Technology's impact on development

- 4.1 By using mobile phones (cell phones) that is a rapidly growing industry. ✓✓ (2)
- 4.2 a) Health care has been improved by mobile phones, as more people have access to information about basic health care and nutrition tips through the use of websites and social media. ✓✓ (2)
- b) Education has been improved by mobile phones, as more people have access to educational material through social networking and Apps on their phones. ✓✓ (2)
- 4.3 If more people have access to reading material on their phones, then they gain more knowledge and skills, ✓✓ which can be used to help develop a country – building roads, schools, knowing how to improve access to basic services. ✓✓ (4)
- 4.4 Mobile phones can be part of conventional development as it is the use of modern technology, which can lead to economic growth as communication is improved between organisations and businesses. ✓✓ Mobile phones can be part of alternative development as mobile phones can empower people to take control of their finances (e.g. Safaricom) and education (e.g. Worldreader and Binu). ✓✓ (4)
- 4.5 Mobile phones can promote sustainable development by developing local skills through reading more digital content ✓✓ and mobile phones are a more affordable and flexible use of technology to be used by local communities than computers and laptops. ✓✓ (4)

[18]**Total: [50]**

Exemplar Assessment

Total: 75

History Term 2 Controlled Test

MEMORANDUM

Section A: Source based questions

Question 1

- 1.1.1 The communists ✓ The Jews ✓ The trade unionists ✓ The Catholics ✓ (Any three) (3x1) (3)
- 1.1.2 Because the author was not Jewish ✓✓ (1x2) (2)
- 1.1.3 The author is saying that it is important to resist oppression even if you are not a part of the group who is being oppressed. ✓✓ If you do not resist the oppressor, by the time you are being oppressed there will be no one left that can help you. ✓✓ (Any other relevant response.) (2x2) (4)
- 1.2.1 They were Jewish ✓✓ (1x2) (2)
- 1.2.2 The soldiers were SS guards who were a part of the Nazi party ✓✓ They were responsible for killing Jews in the Warsaw Ghetto as well as taking them to the execution camps ✓✓ (Any other relevant response.) (2x2) (4)
- 1.2.3 Useful: It is a picture taken after the Warsaw Uprising and shows the victims being led away. ✓✓ It shows how the victims were feeling and how they were being treated. ✓✓ (Any other relevant response.) (2x2) (4)
- 1.3.1 SS General Jürgen Stroop ✓✓ (1x2) (2)
- 1.3.2 The author saw the victims as inferior and less than human. ✓✓ He saw them as something that was bad and needed to be removed. ✓✓ (Any other relevant response.) ✓✓ (2x2) (4)

[25]

Question 2

- 2.1.1 Little boy ✓✓ (1x2) (2)
- 2.1.2 It meant putting an end to World War II. ✓✓ (1x2) (2)
- 2.1.3 The pilot believed that his mission would save lives because World War II would come to an end. ✓✓ He believed that even though people would die because of the bomb, even more people would die if the war continued. ✓✓ (Any other relevant response.) ✓✓ (2x2) (4)
- 2.2.1 People lost their appetites. ✓ Their hair fell out. ✓ Bluish spots appeared on their bodies. ✓ They began to bleed from the ears, nose and mouth ✓ (Any two) (2x1) (2)
- 2.2.2 The atomic bomb caused radiation poisoning which caused many people to die. ✓✓ Radiation stays in the ground and caused many people to get sick even if they were not injured directly by the bombs. ✓✓ (Any other relevant response.) ✓✓ (2x2) (4)
- 2.2.3 The source would be reliable because it was made by a journalist who went to the scene after the bombing. ✓✓ (Any other relevant response.) ✓✓ (1x2) (2)
- 2.3.1 He was burned by the radiation of the bomb. ✓✓ (1x2) (2)

2.3.2 People were dying for weeks and even years after the bombs landed, which is unlike a normal bomb. ✓✓ Japanese people were still born with defects even fifty years after the bombs landed, which caused a lot of suffering. ✓✓ (Any other relevant response.) ✓✓
(2x2) (4)

2.4

Level	Level Descriptors
1 (0-2)	Uses evidence in elementary manner: Shows little to no understanding of if the USA's use of nuclear bombs on Japan was justified. Uses evidence to only partially write a paragraph on the topic or answers the question only to a minor extent.
2 (3-5)	Evidence used is mostly relevant and relates to a great extent to the topic, e.g. shows a basic understanding of if the USA's use of nuclear bombs on Japan was justified. Uses evidence in a basic manner to write a paragraph.
3 (6-8)	Uses relevant evidence, e.g. demonstrates a thorough understanding of if the USA's use of nuclear bombs on Japan was justified. Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.

(8)
[30]

Section B: Essay questions

Question 3: Introduction of the Cold War

The following may be used as a content summary for the essay:

Introduction: Suitable response to question to establish an argument. Learners need to either agree or disagree and then stick to that argument throughout the essay. The introduction should cover the following ideas:

What: Communism and Capitalism

Where: Countries all over the world

When: From 1946 to 1989

Who: Capitalist USA and Communist USSR

The Superpowers: Harry Truman as leader of USA through the end of WWII. USA as the home of Capitalism and “leaders of the free world”. USA responsible for defending the world from the “dangers” of communism. USSR was the birthplace of Communism, which opposed capitalism. Led by Stalin during the Cold War and had become a powerful superpower during WWII. Wanted to spread the message of communism around the world and “free” the poor from the oppression of capitalism.

The Division of Germany: In 1946 Western Allies control West Germany, USSR controls East Germany Division of Berlin, 1961 Berlin Wall prevents any crossing between East and West and becomes the iron curtain that separates Communism from Capitalism.

The Arms and Space Races: Arms race led to a development of fight for control and MAD. Desire to launch nuclear missiles led to race to control space with USSR launching both the first satellite and first person to space. USA competed by landing the first person on the moon.

Conclusion: This should be a summary of the argument presented and not a summary of the story and content.

[20]

Total: [75]

Use the following rubric to evaluate. Ensure you assign a content level first and then determine the presentation level.

PRESENTATION	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
MARKING	Very well planned and structured essay.	Well planned and structured essay.	A planned and structured essay.	Essay planned and structured to a certain extent.	Shows some evidence of a planned argument.	Attempts to structure an answer. Largely descriptive or some attempt at developing an argument.	Little or no attempt to structure the essay.
ESSAY TOTAL: 20	Developed a well-balanced argument.	Developed a balanced argument.	Developed a clear argument.	Attempts to develop an argument.	Attempts to sustain a line of argument.		
CONTENT	Defended the argument throughout.	Evidence used to defend the argument.	Evidence used to support argument.	Evidence partially used to support an argument.	Conclusions not clearly supported by evidence.		
LEVEL 7							
Question has been fully answered. Content selection fully relevant to line of argument.	18 – 20	16 – 17					
LEVEL 6							
Question has been answered. Content selection relevant to line of argument.	16 – 17	15	14				
LEVEL 5							
Question answered to a great extent. Content adequately covered and relevant.		14	13	12			

LEVEL 4 Question is recognisable in answer. Some omissions or irrelevant content selections.			12	11	10		
LEVEL 3 Content selection does relate to the question, but does not answer it. Omissions in coverage.				10	9	8	
LEVEL 2 Question inadequately addressed. Sparse content.					8	7	5 – 6
LEVEL 1 Question inadequately addressed or not at all. Inadequate or irrelevant content.						5 – 6	0 – 4

Exemplar Assessment

Total: 50

Geography Term 3 Controlled Test

MEMORANDUM

Question 1

- 1.1 Erosion ✓✓ (2)
- 1.2 Tributaries ✓✓ (2)
- 1.3 Oxidation ✓✓ (2)
- 1.4 Exfoliation ✓✓ (2)
- 1.5 Weathering ✓✓ (2)

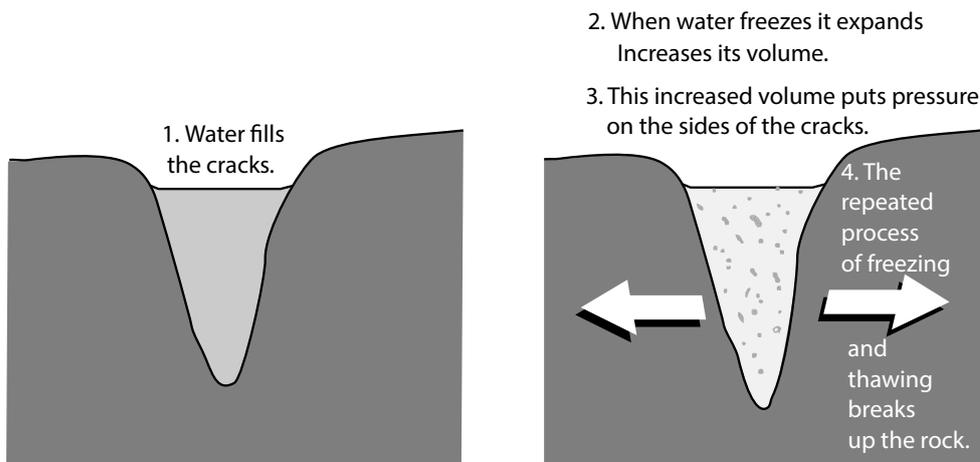
[10]

Question 2

2.1	Physical weathering	Chemical weathering	Biological weathering
	Physical processes that break apart rocks such as water and change in temperature. ✓✓	Is when chemicals in rain or moving water weaken the rocks, which leads to the breaking up of rocks. ✓✓	The breaking apart of rocks by plants and animals. ✓✓

(6)

2.2



(8)

2.3 Hydrolysis is a chemical process between water and the minerals in the rock. ✓✓ Silicates absorb water and change into clay. ✓✓ The clay is easily washed out of the rocks, which causes the rock to break up more easily. ✓✓ (6)

[20]

Question 3

- 3.1 The upper course ✓✓ (2)
- 3.2 A gorge is formed when a waterfall retreats upstream due to erosion. ✓✓ (2)
- 3.3 A river will flow over bands of harder and softer rock. ✓✓ The river erodes the softer rock more, ✓ therefore undercutting the hard rock to form an overhang. ✓ The overhang will eventually collapse into a plunge pool, therefore developing a waterfall. ✓✓ (6)

[10]

Question 4

- 4.1 Soil erosion is when soil is removed from the land. ✓✓ (2)
- 4.2 Monoculture is when one crop is always grown on the same piece of land. ✓✓ As a result, the soil becomes infertile and more easily eroded. ✓✓ (4)
- 4.3 Crop rotation is when different crops are grown in a sequence of growing seasons on the same piece of land. ✓✓ This process allows for some crops to put nutrients back into the soil so that soil erosion is decreased. ✓✓ (4)

[10]

Total: [50]

Exemplar Assessment

Total: 75

Geography Term 4 Controlled Test

MEMORANDUM

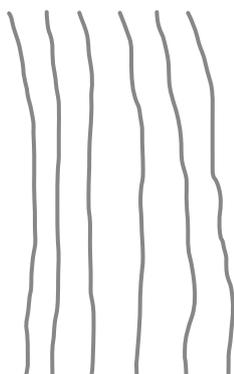
Section 1: Forces that shape the earth

Question 1

- 1.1 Weathering is the breaking up of rock where it is. ✓✓ Erosion is when weathered rock is removed by water, wind or ice. ✓✓ (4)
- 1.2 Exfoliation occurs when the outer layers of the rock expand due to the heat of the day. ✓✓ At night, the outer layers of the rock contract as the weather is cooler. ✓✓ The repeated processes of expansion and contraction causes the outer layers to peel off the rock. ✓✓ (6)
- 1.3 1.3.1 Carbonic acid is a weak acid formed from carbon dioxide dissolving in water. ✓✓ (2)
- 1.3.2 Carbonation weakens the cement between the bricks of building, which causes the buildings to collapse. ✓✓ (2)
- 1.4.1 Biological weathering. ✓✓ (2)
- 1.4.2 Lichen are small plant organisms. ✓ Lichen can be made up of algae and fungi. ✓ (2)
- 1.4.3 The lichen's roots infiltrate between the grains of the rock ✓✓ that loosens the grains of the rocks causing the rock to break down. ✓✓ OR The lichens produce an acid which breaks down the minerals of the rock ✓✓, as a result chemical weathering occurs. ✓✓ (4)

[22]

Question 2



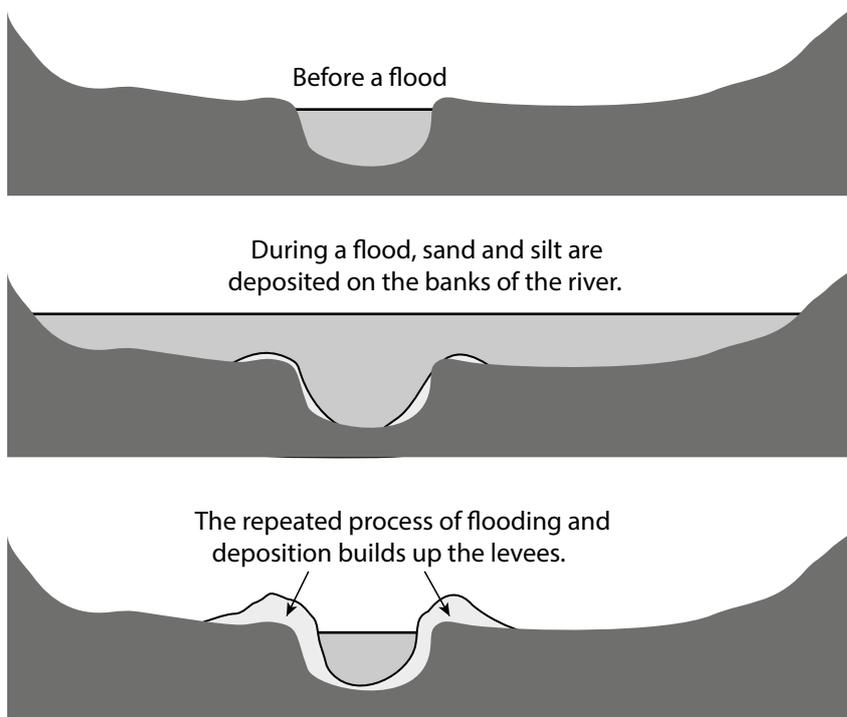
- 2.1 The gradient is steep ✓✓ as shown by the contour lines being closer together. ✓✓ (4)
- 2.2 A canyon develops from a fast flowing river eroding the landscape vertically. ✓✓ The river may flow faster due to a drop in sea level ✓✓ or due to upliftment of the land. ✓✓ (6)

[10]

Question 3

3.1

(6)



- 3.2 Social aspect: Levees protect surrounding settlements from being washed away from floods or levees have fertile soils to support agriculture and provide food for people. ✓✓ Economic aspect: Crops and grow the levees can be sold – supports people’s livelihoods. ✓✓ (4)

[10]

Question 4

- 4.1 Ploughs break up the land and loosen the soil. ✓✓ Furrows can result from ploughing, which increases the amount of water flowing over the land (i.e. runoff) and eroding it. ✓✓ (4)
- 4.2 In a drier climate, ploughing causes the soil to lose water ✓✓, which makes the soil more prone to being blown away. ✓✓ (4)

[8]

Section B: Resource use and sustainability

Question 1

- 1.1 Renewable resources are unlimited if used wisely. ✓✓ Non-renewable resources are in limited supply and can eventually run out. ✓✓ (4)
- 1.2 In Figure 1: paper is made from trees, so if people recycle paper, then less trees will be cut down. ✓✓
 In Figure 2: deforestation is a big environmental problem. If people cut down too many trees at a faster rate than trees can be planted, then the number of forests around the world will decrease. ✓✓ (4)

Question 2

- 2.1 People over-fish because it is easier to catch fish with modern fishing methods and newer technology. ✓✓ (Accept any well-explained point of why people over-fish) (2)
- 2.2 The effects of over-fishing are: (6)
- The amount of food available drops. ✓✓
 - Ecosystems and marine habitats are disrupted. ✓✓
 - Less fish in the oceans means that less fish can be caught which can lead to unemployment and increased poverty. ✓✓
- 2.3.1 Marine Protected Areas ✓ (1)
- 2.3.2 The statement means that there are no physical boundaries to limit where fish swim and breed. ✓✓ Fish and other marine animals can leave and return to many areas of the sea. ✓✓ (4)
- 2.3.3 The aims of MPAs are (Any two): (4)
- Protect habitats for fish to breed and grow. ✓✓
 - Protects habitats from the harmful impacts of human activities. ✓✓
 - OR Since marine habitats are protected, fish stocks increase in size in fishing areas. ✓✓

[17]

Question 3

- 3.1 77% ✓ (1)
- 3.2 Over-grazing is when plants are exposed to increased amounts grazing from livestock. ✓✓ (2)
- 3.3 The effects of over-grazing are: (4)
- Plants do not have enough time to grow as grazing occurs at a faster rate. ✓✓
 - Animals will not get enough nutrition, from the little bit of vegetation left behind from over-grazing. ✓✓ (Students may discuss any two effects of over-grazing.)
- 3.4 Food security is when people always have access to enough, safe and nutritious food to support a healthy life. ✓✓ (2)
- 3.5 Plant-based food has the greatest calorie and protein supply globally as diet may have changed to more plant based diets (healthier living, greater selection of fruits and vegetables at supermarkets). ✓✓ Increased awareness of animals rights has led to more people leading a vegetarian lifestyle ✓✓ OR more people are developing intolerances to meat products, so they choose a plant-based diet. ✓✓ (4)
- 3.6 People can use crop rotation so that nutrients are placed back into the soil (therefore soil erosion is reduced and there is constant supply of crops). ✓✓ Soil management can be achieved when people cover newly planted soil with dry grass and leaves so that soil moisture is maintained. ✓✓ (4)

OR

Farmers can conserve birds, insects and spiders on their farms in order to support natural pest control so that less artificial pesticides are used on their crops.

[17]

Total: [25]

Exemplar Assessment

Total: 75

History End-of-year Final Controlled Test

MEMORANDUM

Section A: Source based questions

Question 1: How was the beauty of Sophiatown destroyed by the Group Areas Act?

- 1.1.1 "The most perfect experiment in non-racial community living" ✓✓ (1x2) (2)
- 1.1.2 Slum ✓✓ (1x2) (2)
- 1.1.3 The Apartheid Government passed the Group Areas Act, which forced people to live in suburbs specifically for their race. ✓✓ Many different racial groups lived together in Sophiatown, which was against the Group Areas Act. ✓✓ (Any other relevant response.) ✓✓ (2x2) (4)
- 1.2.1 A law that meant special areas were set aside as residential and business areas for particular "races". ✓✓ (1x2) (2)
- 1.2.2 "Incessant police raids in the early hours of the morning." ✓✓ (1x2) (2)
- 1.2.3 Police were the ones who made sure the Group Areas Act was being followed. ✓✓ They were in charge of the forced removals and were responsible for moving people out of Sophiatown. ✓✓ (Any other relevant response.) ✓✓ (2x2) (4)
- 1.2.4 Residents would be very angry at being forced to leave their homes. ✓✓ Residents would be very sad that their homes were being destroyed and they were being made to leave. ✓✓ (Any other relevant response.) ✓✓ (2x2) (4)
- 1.3.1 Triomf ✓ (1x1) (1)
- 1.3.2 It was destroyed as a part of the forced removals that happened to Sophiatown. ✓✓ (Any other relevant response.) ✓✓ (1x2) (2)
- 1.3.3 The Apartheid Government did not like the fact that people from different races were living together happily. ✓✓ The Apartheid Government wanted to use the land for white people. ✓✓ (Any other relevant response.) ✓✓ (2x2) (4)

1.4 Level	Level Descriptors
1 (0-2)	Uses evidence in elementary manner: Shows little to no understanding of how the beauty of Sophiatown was destroyed by the Group Areas Act Uses evidence to only partially write a paragraph on the topic or answers the question only to a minor extent.
2 (3-5)	Evidence used is mostly relevant and relates to a great extent to the topic, e.g. shows a basic understanding of how the beauty of Sophiatown was destroyed by the Group Areas Act Uses evidence in a basic manner to write a paragraph.
3 (6-8)	Uses relevant evidence, e.g. demonstrates a thorough understanding of how the beauty of Sophiatown was destroyed by the Group Areas Act Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.

(8)

[35]

Question 2: The Sharpeville massacre was a tragedy that should never have happened

- 2.1.1 5 000 ✓✓ (1x2) (2)
- 2.1.2 The majority of those killed and wounded were shot in the back. ✓✓ (1x2) (2)
- 2.1.3 Police wanted to make themselves look better and said they did nothing wrong. ✓✓
Police wanted to make it look like they were acting in self-defence and needed witnesses to support them. ✓✓ (Any other relevant response.) (2x2) (4)
- 2.2.1 Shoes, Hats, Bicycles ✓✓ (Any two) (2x1) (2)
- 2.2.2 Only three police said they were hit by stones even though the crowd was very big. ✓✓
There were no weapons found in the crowd ✓✓ (Any other relevant response.) (2x2) (4)
- 2.3.1 No, they do not look dangerous because there are woman and children. ✓✓ (Any other relevant response.) (1x2) (2)
- 2.3.2 It would be useful because it is a photograph taken during the Sharpeville massacre, which makes it a primary source. ✓✓ It shows the crowd running away from the police at Sharpeville. ✓✓ (Any other relevant response.) (2x2) (4)

[20]

Section B: Essay Questions

Question 3: The Soweto Uprising

The following may be used as a content summary for the essay:

Introduction

Suitable response to question to establish an argument. Learners need to either agree or disagree and then stick to that argument throughout the essay. The introduction should cover the following ideas:

What: Black Consciousness

Where: Soweto, South Africa

When: 1976

Who: Black South African Students helped by the PAC and ANC

Black Consciousness Movement

Steve Biko and the importance of black excellence.

Changed how black South Africans saw themselves.

Banned in 1973, but played a big role in inspiring student leaders.

Bantu Education and Afrikaans as a medium for instruction.

Poor quality of schools, high teacher to student ratio, differences in government spending on black and white children. Forced to learn in Afrikaans.

The SSRC and June 16th:

Organised the march. Led by Teboho Mashinini. Proactive role in trying to find improvements for their learning. 20 000 school children gather to protest. Hastings Ndlovu and Hector Pieterse two of the first to be shot by police.

Conclusion:

This should be a summary of the argument presented and not a summary of the story and content.

[20]**Total: [75]**

Use the rubric on page 54-55 to evaluate.

Pearson South Africa

At Pearson, home of *Maskew Miller Longman* and *Heinemann*, we're here to help people make progress in their lives through learning.

We work with teachers and learners to create and continually improve our wide range of products and services. We create content in all 11 official languages for learners from pre-school to Grade 12. Whether it's our trusted CAPS-approved textbooks, digital and supplementary resources, or professional development courses, we put the learner at the heart of everything we do.

Every day all over South Africa, our products and services help learning flourish – because wherever learning flourishes, so do people.

Also available:



Browse and purchase Pearson eBooks at shop.pearson.co.za

Contact us

T: 021 532 6008

E: pearsonza.enquiries@pearson.com

Online Teacher Support

www.classroomsolutions.co.za

Learn more at za.pearson.com

<http://za.pearson.com>

5515B8AE-2CEE-429D-80E6-7C89D50D8F66

ISBN 978-1-4857-2044-7



9 781485 720447