



eduresourcza.com



KWAZULU-NATAL PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

CURRICULUM GRADE 1-9 DIRECTORATE

NCS (CAPS)

TEACHER SUPPORT DOCUMENT GRADE 8 SOCIAL SCIENCES

TRACE THE CONCEPT PROGRAMME

2022

Dear Senior Phase teacher

It is with absolute delight that we present this material that we have put together to assist you in your efforts to lay solid foundations at senior phase level as your contribution towards a well-capacitated cadre of learners who will be sitting for the Grade 12 NSC examinations in the next few years.

Just as a disclaimer: the material is not a replacement for your Recovery Annual Teaching Plan nor is it meant necessarily to replace your daily lesson plans. It does not even cover all the prescribed areas in your subject, but only focuses on those concepts and skills where the majority of learners show a poor foundation in the NSC examinations. It is essentially intended as extra support, which you may adapt to suit your various purposes and endeavours in your classroom.

As a starting point in developing this material, we asked key questions i.e.: ‘what are the critical skills and concepts do our learners struggle with in later grades’ and ‘how can we support teachers to be able to help entrench those skills and concepts early on among their learners so that by the time they reach Grade 12 these learners are better-equipped to perform optimally?’. We then embarked on a process of identifying all that knowledge, skills and concepts where learners struggle according to successive NSC Examinations diagnostic reports. After that, we assembled our subject advisors (both FET and GET) and some of our top teachers in the Senior Phase to develop materials that will make teaching these problematic areas easier for teachers.

Another key focus area of this material is its thrust on ensuring that teachers teach and assess at all cognitive and difficulty levels. We want to bring an end to unbalanced lessons and assessments. To that end, there will soon be a workshop to capacitate you on teaching and assessment that caters for all cognitive demands and difficulty levels. We shall also ensure that subject advisors and Departmental Heads are on hand to support your efforts and to assist with the effective use and manipulation of this material across all our classrooms to achieve this end.

We are convinced that after our learners have been taught all these concepts and skills as proposed in this document, and after they are given enough practice in these problematic areas taking into account all cognitive demands, our Matric pass percentage as a province will improve significantly in the next few years when our current Grades 7, 8 and 9 finally reach Grade 12.

We sincerely hope you will find this material to be very useful and that it will afford your learners an opportunity to thrive in areas historically found to be challenging by those who came before them. We believe a better-equipped teacher is more inclined to deliver quality outcomes.

Wishing you all the best.

Dr Bheka A. Makhathini
(A) Chief Director: Curriculum Management

TABLE OF CONTENTS

No.	Topic	Page
1.	Preface/ Foreword	2
2.	Term 1: Maps and globes (focus: Global and local)	3
3.	Term 2: Climate regions (focus: South Africa and world)	36
4.	Term 3: Settlement (Africa with a focus on South Africa)	56
5.	Term 4: Transport and trade (focus: South Africa and world)	74
	HISTORY SECTION	
6	Term 1: The Industrial Revolution in Britain and Southern Africa from 1860	104
7	Term 2: The Mineral Revolution in South Africa	132
8	Term 3: The scramble for Africa: late 19th century	153
9	Term 4: World War I (1914 – 1918)	166
10	Bibliography	181

TERM 1: MAPS AND GLOBES (FOCUS: GLOBAL AND LOCAL)**GEOGRAPHY LESSON PLAN**

LESSON PLAN 1					
TOPIC: Maps and Atlases					
TERM	1	WEEK	2,3,4	GRADE	8
DURATION	5 hours	DATE			
SUB-TOPIC	• Latitudes and Longitudes • Using Atlas to index to find places on a map • Kinds of scale in an atlas • Calculate distances between settlements using different scales				
SPECIFIC AIMS	Use and draw maps, identify and extract information.				
SKILLS	Read and use sources in order to assimilate information.				
EAC	Reading and writing				
RELATED CONCEPTS/ TERMS/ VOCABULARY: Latitude, Longitude, Greenwich meridian, coordinates, equator, minutes and seconds, atlas, scale, word scale, line scale and ratio scale					
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE: Grade 7 - street maps, line scales, line scales, different scales for different maps- small and large scale maps, calculating distances on maps.					
RESOURCES: Textbook, atlas, globe, power point slide, rulers					
ERRORS/ MISCONCEPTIONS/ PROBLEM AREAS: • Learners fail to locate exact location using coordinates. • They are unable differentiate between latitudes and longitudes. • Learners give wrong units after calculating the straight line distance • Learners are struggling to convert scales accurately					
METHODOLOGY					
TEACHER ACTIVITIES			LEARNER ACTIVITIES		
• Teacher will explain the difference between latitude and longitude. • Assist learners on how to locate places using degrees and minutes. • Explain how to measure using a ruler or a piece of string and calculate distance • Guide learners on how to convert measurements accurately and to put units			• They locate places using degrees and minutes. • Locate places on a map of the world • Measure and Calculate a distance between places • Finding places using the atlas • Class activity 1 • Activity 2 • Activity 3		



CURRICULUM DIFFERENTIATION
TIER 1: activity 1, 1.1. Activity 2, 2 and 3. Activity 3, 1.3.1- 1.3.2.
TIER 2: activity 1, 1.2. Activity 2, 1. Activity 3, 1.3.3. and 1.3.4.
TIER 3: activity 1, 1.3. activity 2, 4. Activity 3, 1.3.5
ASSESSMENT ACTIVITIES
Learners will be given classwork activities according to their potential
REFLECTION
The teacher will assess the learner performance to decide on the expanded opportunities

MAPS AND GLOBES CONCEPTS

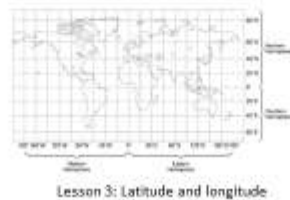
CONCEPTS	DEFINITION
Maps	Are scaled versions of real areas, designed to fit on a piece of paper. You can work out the distances in the real world by using the scale on a map.
Globe	A model of planet earth. It is often held on a stand at an angle that shows the tilt of earth's axis. A globe can have features such as lines of latitude and longitude drawn on to it.
Earth's rotation	Is the rotation of planet Earth around its own axis The earth rotates in an eastwards direction?
Earth's revolution	Earth revolving around the Sun. It takes much longer than its rotation on its axis. One complete revolution takes 365 days, or one year. The Earth revolves around the Sun because gravity keeps it in a roughly circular orbit around the Sun.
Latitude	Imaginary lines stretching from west to east on the globe and measured in degrees.
Longitude	Imaginary lines stretching from north to south on the globe and measured in degrees.
Earth	Is one of the eight planets in our solar system?
Scale	Is the amount by which things are made bigger or smaller? We use scale to reduce real objects to fit in a small space.

Word scale	A word scale tells us in words how much 1 centimetre (cm) on a map represents on the ground.
Line scale	A line scale is a line that is divided into equal sections. Each section represents a certain distance on the ground.
Ratio scale	A ratio scale shows the ratio of one unit of measurement on the map to that same unit of measurement on the ground. For example, 1: 8 000 000. This ratio scale tells us that 1cm on the map represents 8 000 000 cm on the ground.
Large- scale map	Shows a small area, such as a town or a farm. The larger the scale the more detail a map can show.
Small-scale map	Shows a large area, such as a province or a country. A world map has a very small scale.
Winter solstice	The sun's rays fall directly on the Tropic of cancer. This is on the 20 or 21 June and is the shortest day of the year in the southern hemisphere. It is summer in the northern hemisphere.
Equinox	Earth's axis is in line with the sun. The sun's rays fall directly onto the equator. Both the northern and southern hemisphere get the same amount of sunlight. Autumn equinox in the southern hemisphere is around 20 March.
Spring equinox	Is on 22 or 23 September. Days and nights are of equal length (12 hours each) around the globe. It is autumn equinox in the northern hemisphere.
Summer solstice	The sun's direct rays fall directly onto the Tropic of Capricorn. This is on 21 or 22 December and is the longest day of the year in the southern hemisphere.
Satellite	Any object that is found in orbit around a star or planet in space. The moon is a satellite of the Earth and the Earth is a satellite of the sun.
Deforestation	Cutting down of trees, leaving the land bare.
Meteorologist	Scientist who study weather and climate.

Lesson Objectives

By the end of this lesson, learners will be able to:

- Define latitude and longitude
- Understand the concepts of the Equator and Greenwich Meridian
- Use latitude and longitude to locate places on the map
- Read latitude and longitude in degrees, minutes and seconds and decimal degrees



MAPS AND ATLASES NOTES

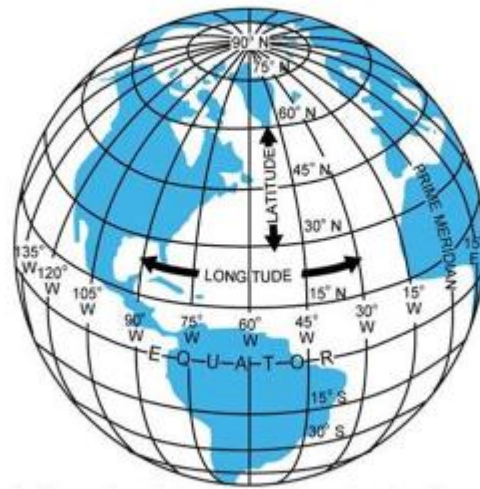
Latitudes and Longitudes – degrees and minutes

Latitudes and longitudes are **imaginary lines** drawn on a globe or in flat maps.

Latitudes are lines that run horizontal (east to west) around the globe. Lines of latitudes are also called **parallels** because they run parallel to one another and equal distance from one another. Lines of latitudes never meet. These lines are measured in **degrees** ($^{\circ}$) and each degree is divided into **60 minutes (60')**. The central line of latitude is at 0° and this line is called the **equator**. The equator divides the earth into **Southern Hemisphere** and **Northern Hemisphere**. The lines of latitude lie either north or south of the Equator (0°). Lines of latitudes extend to 90° north or south. The 90° north is a point called the **North Pole** and the 90° south is a point called the **South Pole**.

Longitudes are lines that run vertical (north to south) on a globe. Lines of longitudes are also called the **meridians**. The central line of longitude is at 0° , which runs through the town of Greenwich in London. This line is called the **Greenwich Meridian or Prime Meridian**. The Greenwich Meridian divides the earth into **Eastern Hemisphere** and **Western Hemisphere**. The lines of longitude lie either east or west of the Greenwich (0°). Lines of longitude extend to 180° . The 180° line of longitude is called the **International Date Line** and is opposite the Greenwich Meridian (0°) on the globe. All lines of longitude meet at one point on the globe i.e. North Pole or South Pole.

Lines of latitude and longitude (globe)

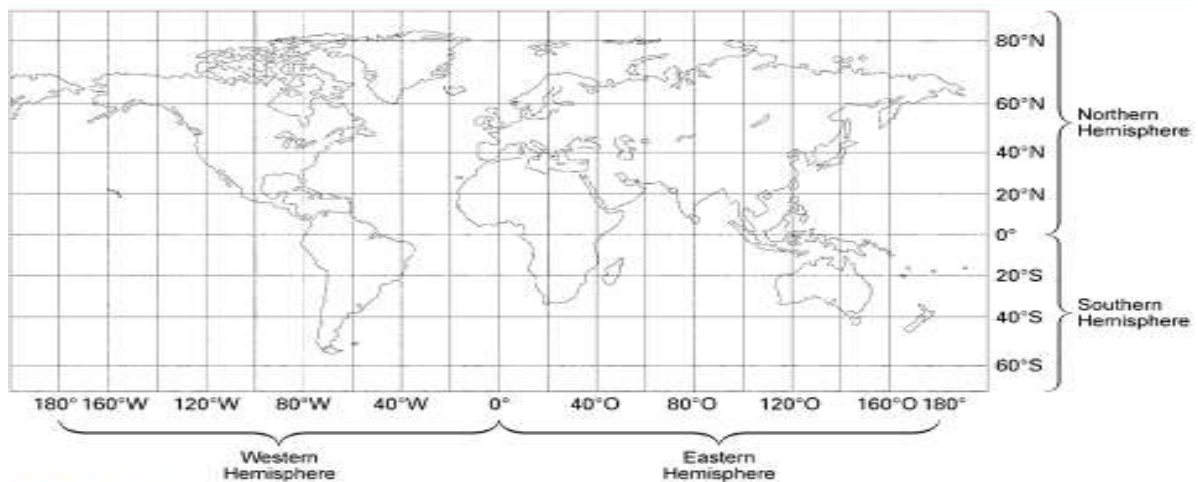


FundaLula.
MAPPROX 10/11/15

Lesson 3: Latitude and longitude

 **esri** South Africa

Lines of latitude and longitude (map)

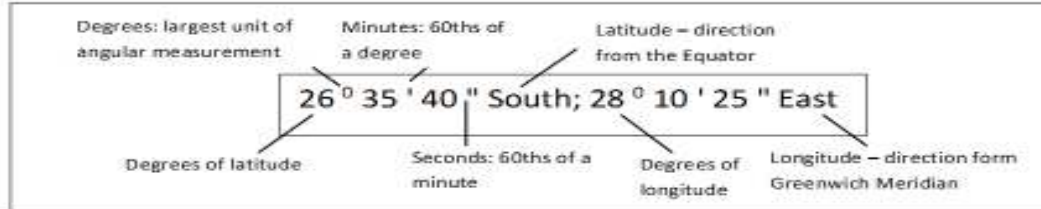


FundaLula.
MAPPROX 10/11/15

Lesson 3: Latitude and longitude

 **esri** South Africa

Coordinates in degrees, minutes and seconds



Activity 1:
How to find
location of
a place
using DMS

FundaLula.
MAPWORK WITH GIS

Lesson 3: Latitude and longitude

 **esri** South Africa

Coordinates in degrees, minutes and seconds

Step 1: Look for the line of latitude, by reading the latitude reference on the side margin of the map going downwards (south). E.g. 27°

Step 2: Count the minutes on the side "bars" of the map (divided into one minute per "bar"). Look at the partitioned line that runs along the sides next to the degrees that represent minutes. E.g. 23'

Every 1:50 000 topographic map represents **15 minutes** of latitude and longitude i.e. each map consists of **15 minutes** from **north to south** (length) and **15 minutes** from **west to east** (breadth).

Step 3: Thereafter we divide each minute into 60 seconds; then read off the approximate seconds of our feature. E.g. 15"

Step 4: Read off the line of longitude from the top left of the map on the horizontal margin (going east). E.g. 26°

Step 5: Count the minutes. Look at the partitioned line that runs along the sides next to the degrees that represent minutes vertically. E.g. 40'

Step 6: Lastly, divide the minute into 60 seconds. Then read off the approximate seconds of our feature. E.g. 05"

Step 7: The degrees, minutes, seconds of **latitude** and degrees, minutes, seconds of **longitude** are the exact coordinates e.g. 27° 23' 15" S, 26° 40' 05" E.

FundaLula.
MAPWORK WITH GIS

Lesson 3: Latitude and longitude

 **esri** South Africa

Lesson Objectives

By the end of the lesson, learners will be able to:

- Define the concept of map scale
- Differentiate between large scale and small scale maps
- Explain the different ways of presenting map scale: Word scale, line scale and ratio scale
- Convert from one type of map scale to the other



KINDS OF SCALES – WORLD, REGIONAL AND LOCAL

Scale: a way of accurately representing objects smaller than their real size.

Not all maps in an atlas are drawn to the same scale. The scales are different because the maps show different sizes of land. For example, some maps show the whole world.

Others show only a province or a country. The size of the area covered by the map influences the map scale.

The larger the area covered by the map, the smaller the map scale.

DIFFERENT WAYS OF SHOWING SCALES ON A MAP:

a) Word/Statement Scale:

This tells you what the scale of the map is in a sentence, e.g. One centimetre on the map represents fifty thousand centimetres on the ground (in reality $\frac{1}{2}$ a kilometre).

b) Line/Linear Scale:

This is a straight line at the bottom of the map. The line is divided into subsections that show the length on the ground of a distance shown on the map.

c) Ratio/Representative Scale: This shows scale in the form of a ratio, e.g. 1 : 50 000. Both amounts in the ratio are the same unit (cm). So the ratio scale 1:50 000 means that 1 cm on the map represents 50 000 cm on the ground. The smaller the ratio, the more detail the map shows.

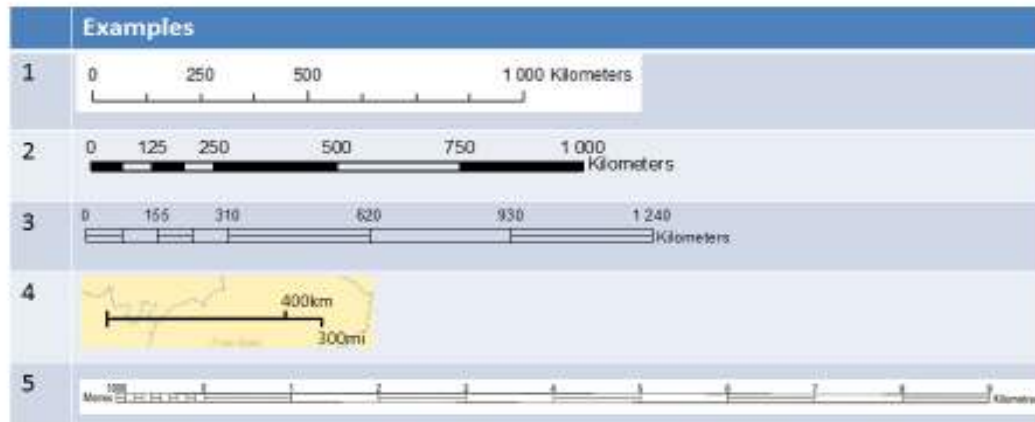
Calculating Distance on a Map: Distance on a map is calculated between two specific points, for example the distance between a school and a bus stop.

- The two points are joined with a line as in the case of 'A' above.
- Measure the length of A using a rule with clearly marked cm or mm units.
- Write down the reading you got after measuring line A, e.g. 4 cm.
- Check the scale of the map on which the school and the bus stop are shown. In South Africa, in schools, we usually use the 1:50 000-ratio scale.
- This means that 1 cm on the map is equal to 0,5 kilometre in reality.
- Take the 4 cm that you measured and divide by 2. ($4 \times 0,5 \text{ km} = 2 \text{ km}$).
- Please note that your answer needs to be converted into the units of distance in reality. 4 cm on the map at a scale of 1:50 000 equals 2 km in reality.

Expressing scale

Word scale	Line scale/Bar scale	Representative Fraction scale/Ratio scale
Uses words to describe the ratio between the map's scale and the real world	Uses a line with separations marked by smaller intersecting lines with the length of each line segment representing the distance on the earth's surface in ground units of m, miles or km.	Uses a fraction to describe the ratio between the map and the real world such as 1:50 000 or 1/50 000. This means that 1 cm on the map represents 50 000 centimetres in the real world. A ratio scale uses the same units for map and ground distance.
"One centimetre on the map represents 100 kilometres on the ground"		1:50 000

Examples of line scales



Measuring distances using scale

Step 1: Find the type of map scale used on your map

Step 2: Measure the desired distance between two places on the map using a ruler or piece of string or strip of paper if the line is curved.

Step 3: Measure the distance in ground units using the following formulae:

- Line scale: Place the ruler on top of the line scale to read off the measurements in real ground measures e.g. kilometres.
- Word scale, multiply the measured cm with the word scale given

Note: Refer to the scale conversion table to convert measurements

Large versus small scale

As map scale becomes **smaller**

Less details of features



As map scale becomes **larger**

More details of features



ACTIVITY 1: LATITUDES AND LONGITUDES

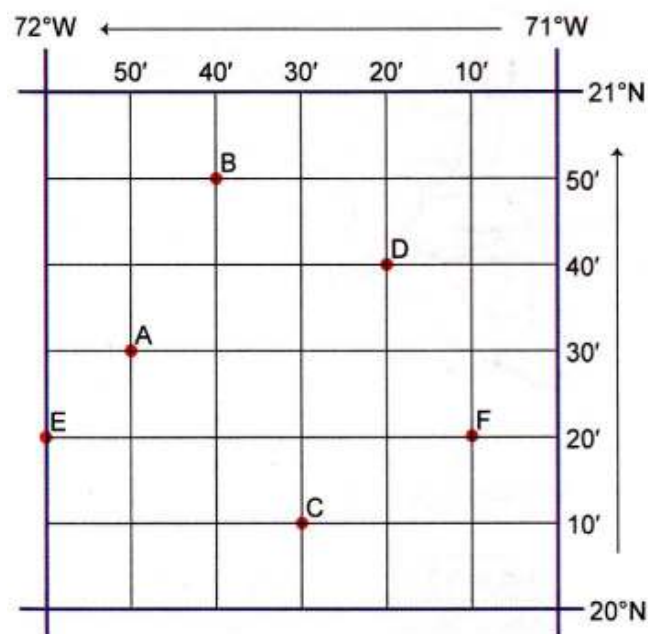


Figure 1

Adapted: Platinum, social science, learner P. 10

STUDY FIGURE 1 AND ANSWER THE FOLLOWING

- 1.1. In which two hemispheres is the above area (2)
- 1.2. Give the co-ordinates of the following in degrees and minutes of;
- A. (2)
- C. (2)
- E. (2)
- 1.3. In which letter are the following co-ordinates?
- A. $20^{\circ}20'N, 71^{\circ}10'W$ (2)
- B. $20^{\circ}50'N, 71^{\circ}40'W$ (2)
- C. $20^{\circ}40'N, 71^{\circ}20'W$ (2)

Total: 14

MARKING GUIDELINES

1. Northern and Western Hemisphere
2. A- $20^{\circ}30'N, 71^{\circ}50'W$
 C - $20^{\circ}10'N, 71^{\circ}30'W$
 D - $20^{\circ}20'N, 72^{\circ}00'W$
3. A - F
 B – B
 C - D

ACTIVITY 2: SUB-TOPIC: MAP SCALE

1. Using the ratio scale 1:50 000, calculate the following distances in km. Answer in the spaces provided and show calculations.

- a) 8 cm on the map is _____ in reality.
- b) 5, 5 cm on the map is _____ in reality.
- c) 9, 5 cm on the map is _____ in reality. (3)

Answers:

- a) _____
- b) _____
- c) _____

2. Rewrite the ratio scale 1:50 000 as a word scale.

(2)

3. Rewrite the ratio scale 1 :10 000 as a word scale

(2)

4. Convert the following scale to meters and km

a) 1:10 000

b) 1: 100 000

c) 1: 30 000

(3)

Answers:

a) _____

b) _____

c) _____

Total: 10

MARKING GUIDELINES

1. a) $8\text{cm} \times 0,5 \text{ km} = 4 \text{ km}$

b) $5,5\text{cm} \times 0,5 \text{ km} = 2,75 \text{ km}$

c) $9,5 \text{ cm} \times 0,5 \text{ km} = 4,75 \text{ km}$

(3)

2. 1 cm on the map represents 50 000 cm on the ground or Earth surface. (2)

3. 1 cm on the map represents 10 000 cm on the ground or Earth surface (2)

4. a) $1: 10\ 000/100 = 100 \text{ m or } 0,1 \text{ km}$

b) $1: 100\ 000/100 = 1000 \text{ m or } 1 \text{ km}$

d) c) $1: 30\ 000/ 100 = 300 \text{ m or } 0,3 \text{ km}$

(3)

Total: [10]

: TOPIC: KINDS OF SCALE IN AN ATLAS

1.3. Use the following map to answer questions



Adapted: Today, social sciences, learner book, p 14

- 1.3.1 Define the term equator (1)
- 1.3.2 List two different types of scales **ANY TWO** (2)
- 1.3.3 State the line of longitude which passes at Christiana town found in block B2 (1)
- 1.3.4 Identify the ocean near Cape Town and near Durban. (2)
- 1.3.5 Use the line scale on the map to calculate straight line distance between Stellenbosch and George. Study the following image to answer the questions that follow. (4)

Total :(10)

MARKING GUIDELINES

- 1.3.1. It divides the earth into northern and southern hemisphere ✓ (1)
- 1.3.2. Word scale✓, line scale✓ or ratio scale✓ (2)
- 1.3.3. 25°✓ (1)
- 1.3.4. Cape Town Atlantic Ocean✓
Durban –Indian Ocean✓ (2)

1.3.5. A learner should use a ruler to measure at line scale and convert to 1cm ✓

A learner should then measure the distance from Stellenbosch to George ✓

They should multiply the scale with distance in cm from Stellenbosch to George ✓✓

(4)

Total: 10

GEOGRAPHY LESSON PLAN

LESSON PLAN 2					
TOPIC: The Globe					
TERM	1	WEEK	5,6,7,8	GRADE	08
DURATION	6 Hours	DATE			
Diagnostic Report: learners confuse rotation and revolution, solstice and equinoxes					
SUB-TOPIC	Hemispheres The earth’s rotation on its axis World time ,time zones, international date line and south African standard time				
SPECIFIC AIMS	Identify and extract information from the visual sources such as photographs and provide reasoned information				
SKILLS	Reading, viewing, writing				
EAC	Reading ,viewing, writing				
RELATED CONCEPTS/ TERMS/ VOCABULARY: Hemisphere, rotation, revolution, axis, Greenwich meridian, international date line, solstice, equinoxes					
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE: Learner relate the from the previous grades, the solar system in Natural sciences.					
RESOURCES: globe, internet, world map, South African map					

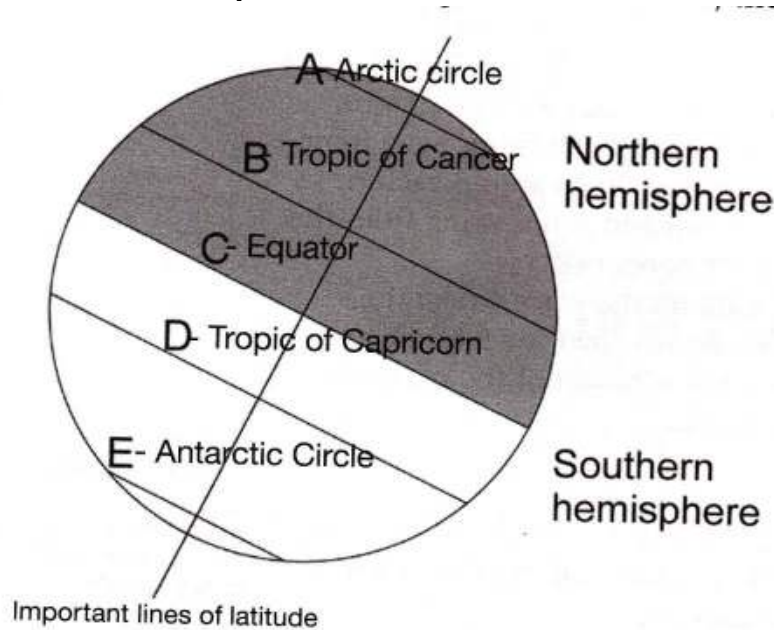
ERRORS/ MISCONCEPTIONS/ PROBLEM AREAS: learners confuse rotation and revolution, solstice and equinoxes	
METHODOLOGY	
TEACHER ACTIVITIES	LEARNER ACTIVITIES
Explain hemisphere Explain the earth's rotation on its axis Explain time zones and the international date line, South African standard time. Explain solstice, equinoxes and the change in the angle of the midday sun	Locate places using hemisphere and coordinates Calculate time around the world Identify and explain time difference Explain why the length of day and night changes.
CURRICULUM DIFFERENTIATION	
TIER 1: Learners will be given low order questions.	
TIER 2: Learners will be given moderate questions.	
TIER 3: Learners will be given high order questions.	
ASSESSMENT ACTIVITIES	
• learner will be given classwork activities according to their potential	
REFLECTION	
• The teacher will assess the learner performance to decide on the expanded opportunities	

The Globe

Hemispheres

The earth is round (globe), a round object like a globe is called a sphere. The shape of the earth is spherical. Half a sphere is called hemisphere.

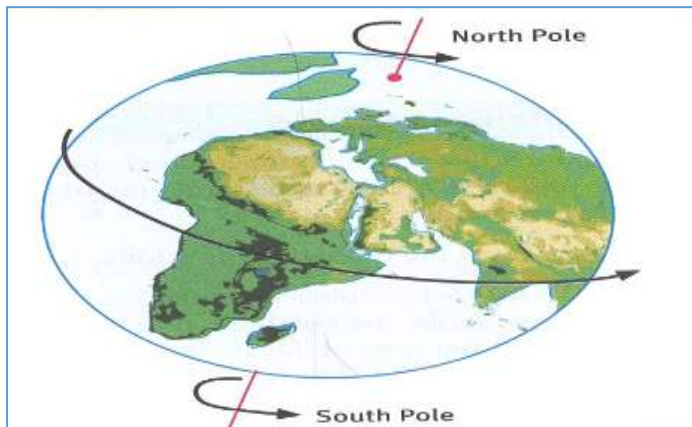
Source 7: Hemispheres



The earth's rotation on its axis – day and night

The **earth's axis** is an imaginary line that is tilted at $23\frac{1}{2}^{\circ}$ angle from the North Pole to the South Pole. The earth rotates on its axis around the sun once in 24hrs from **west to east**. This angle makes half of the earth to be in the sunlight and another half in darkness. **Rotation** results in **day and night**. **NB:** Also refer to source 14

Source 8: The earth's rotation on its axis – day and night



World times, time zones and International Date Line

The world uses the **Greenwich meridian (0° Longitude)** for world standard time. This world time is called **Greenwich Mean Time (GMT)** or **Universal Time Coordinated (UTC)**. The earth rotates from west to east, so places east of Greenwich Meridian are **ahead (later)** of GMT and places west of Greenwich Meridian are **behind (earlier)** GMT.

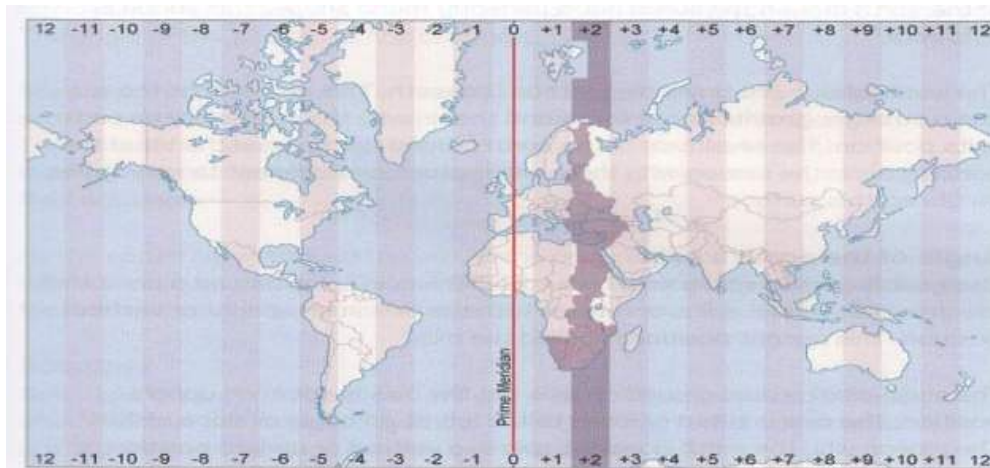
There are 24 time zones of the world time around the world. Each time zone is 15° Longitude, as one rotation (360°) of the earth takes 24hrs. That is $360^{\circ} \div 24 = 15^{\circ}$. Each 15° is 1hr. The Greenwich Meridian or Prime Meridian and the International Date Line separate the 24 time zones. 12 time zones lie on the east of Prime Meridian (0°) towards the International Date Line (180°) and 12 time zones lie on the west of Prime Meridian towards the International Date Line (180°). Every time zone in the world is relative to the time at Greenwich Meridian. Big countries like USA have more than one-time zone.

The International Date Line (IDL) 180° is where the -12 and the +12 time zones meet. It is not a straight line but zigzags to avoid separating a country or an island in to two on the Pacific Ocean. The International Date Line accounts for the start of the new date/day.

South African Standard Time (SAST)

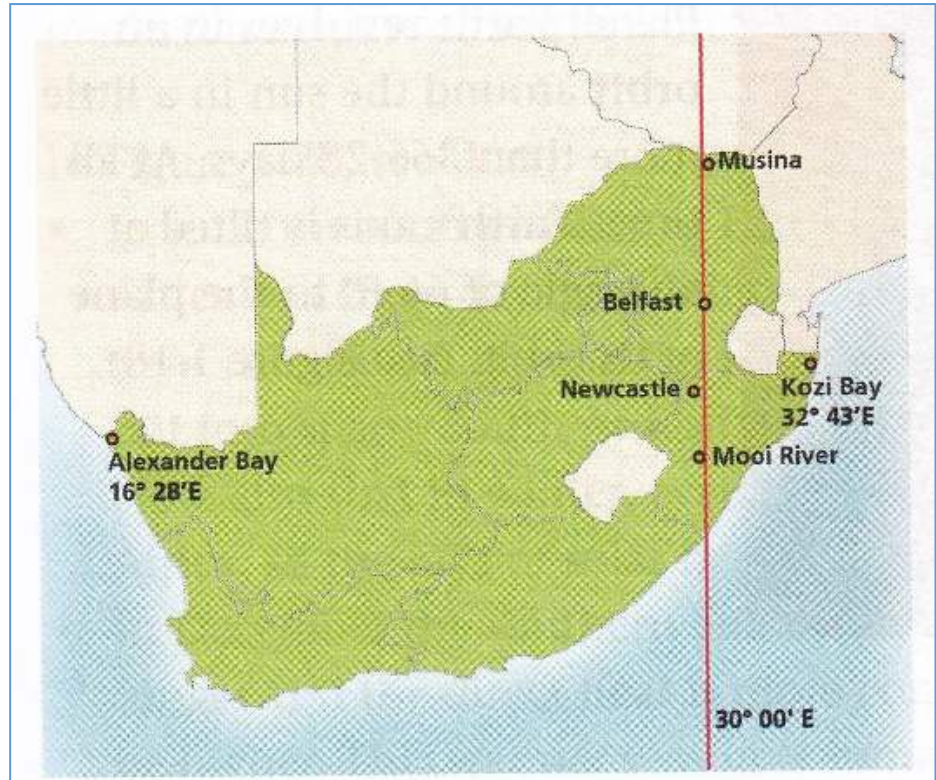
SAST is set in relation to the Greenwich Mean Time. When it is 12h00 in London in South Africa it is 14h00. South Africa uses the 30° longitude as its standard time because it covers almost the whole of SA. There is a two-hour difference and SA is ahead in time with London.

Source 10: World time, time zones and International Date Line



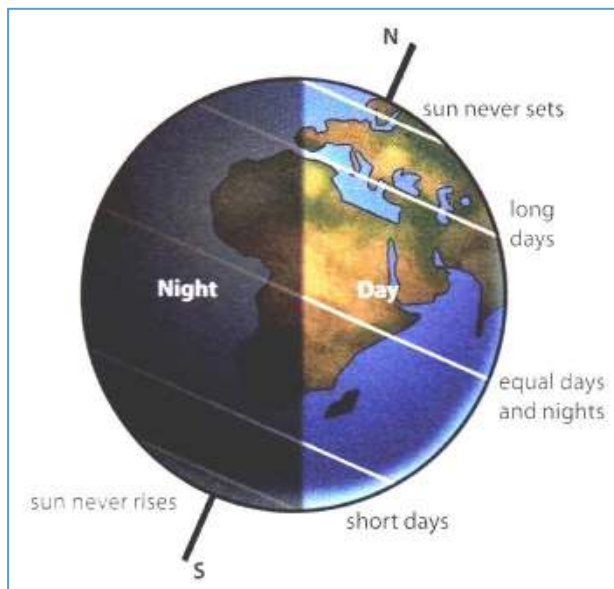
Adapted: Platinum, social sciences, learner book, p 26

Source11: South African Standard Time (SAST)



The earth's revolution around the sun

Source 12: The earth's revolution around the sun: Angle of axis



Adapted: Platinum, social sciences, learner book, p 21

Angle of axis is tilted at $23\frac{1}{2}^{\circ}$ as it orbits (revolve, cycles) the sun in an elliptical or oval plane. This revolution of the earth around the sun takes $365\frac{1}{4}$ days, resulting in different seasons.

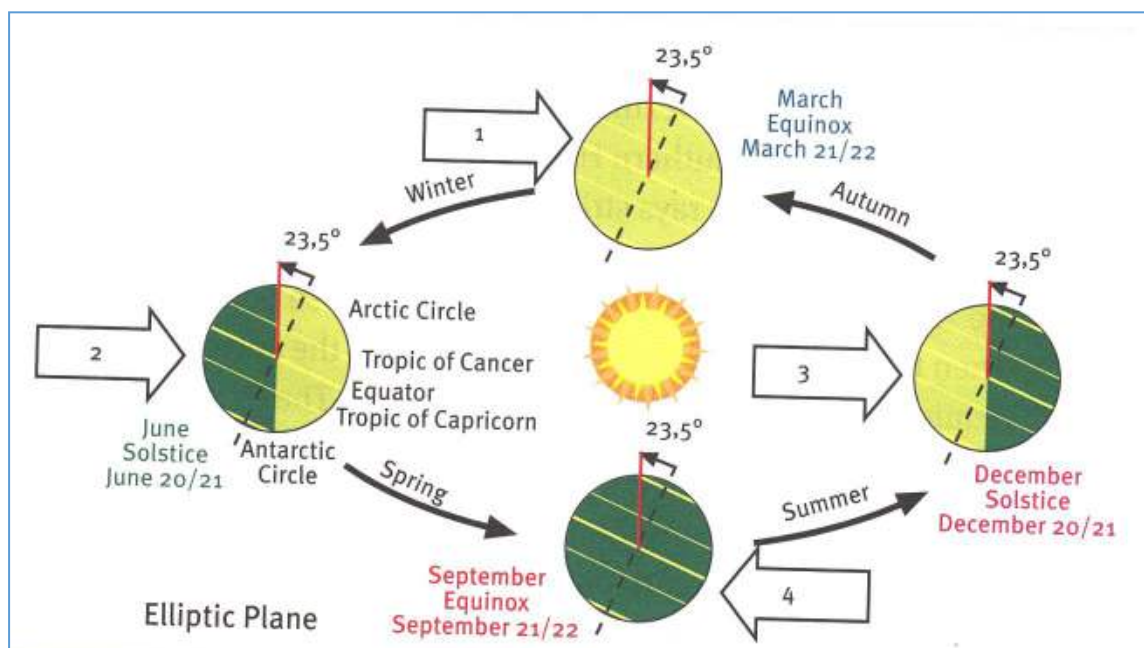
Equinox, solstice and the change in the angle of the midday sun

In position 1 and 4 the sun's rays strike the equator directly at 90° (overhead the equator). Both hemispheres experience **equal length of day and night** (12hrs day and 12hrs night). These periods in the earth's revolution around the sun are called **equinoxes**. In position 1, autumn equinox is experienced in March 21/22. In position 4, spring equinox is experienced in September 21/22.

In position 2 Northern Hemisphere is tilted towards the sun directly overhead the Tropic of Cancer. The Northern Hemisphere is experiencing **summer solstice** and the Southern Hemisphere is experiencing **winter solstice**. This happens in June 20/21. The **days are longer and the nights are shorter** in Northern Hemisphere. The **days are shorter and the nights are longer** in the Southern hemisphere.

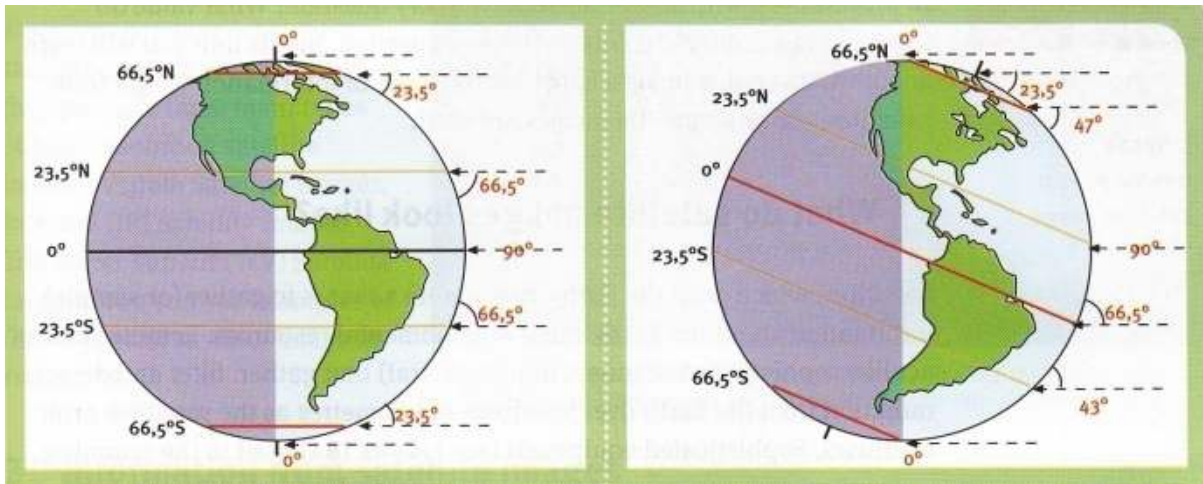
In position 3 Southern Hemisphere is tilted towards the sun directly overhead the Tropic of Capricorn. The Southern Hemisphere is experiencing **summer solstice** and the Northern Hemisphere is experiencing **winter solstice**. This happens in December 20/21. The **days are longer and the nights are shorter** in Southern Hemisphere. The **days are shorter and the nights are longer** in the Northern hemisphere.

Source 13: Equinox, solstice and change in angle of the midday sun



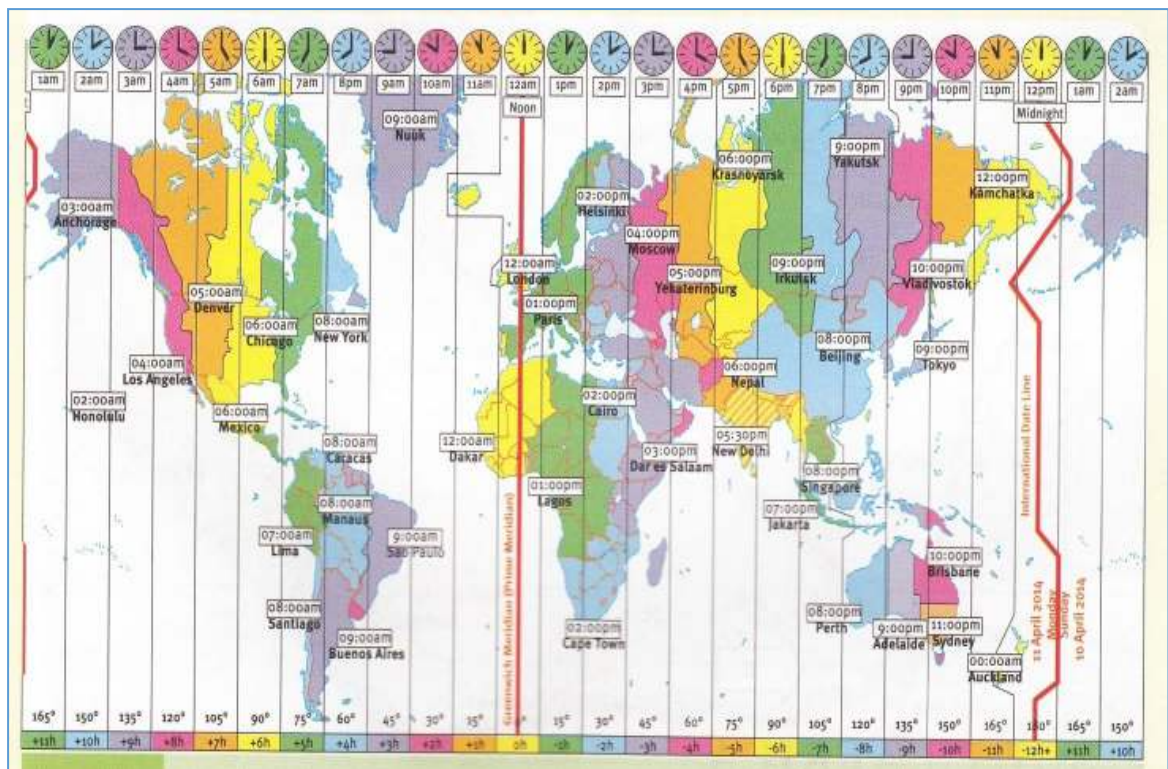
Adapted: Spot on, social sciences, learner book, p 13

Source 14: Equinox, solstice and change in angle of the midday sun



Adapted: Platinum, social sciences, learner book, p 25

Activity 1: World time, time zones and International Date Line



Adapted: Platinum, social science, learner book, p 25

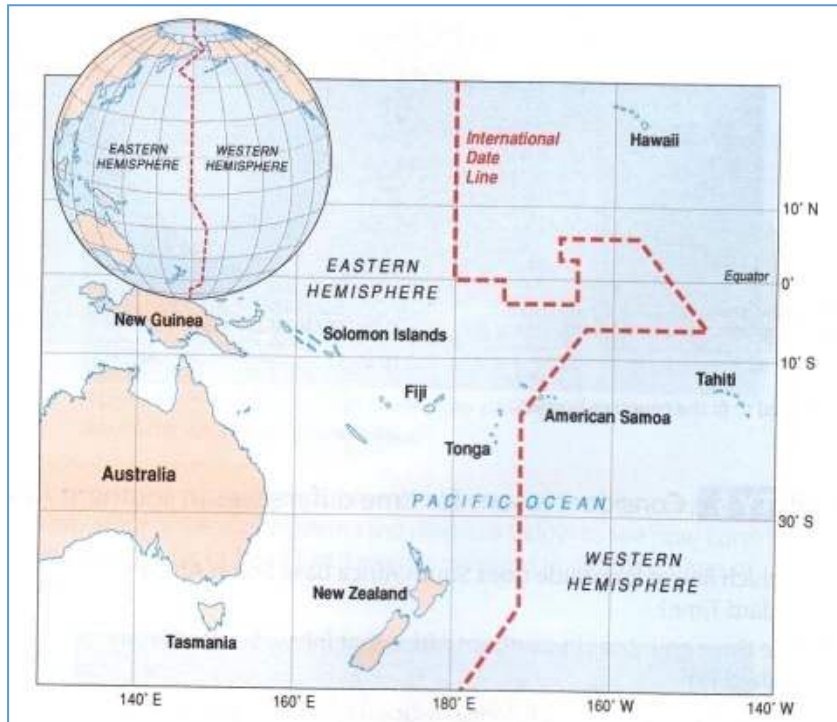
Source 1: World time, time zones and International Date Line

- 1.1.1 Is the time earlier or later to the east of the green which meridian? (1)
- 1.1.2 What time will it be in South Africa if it is 12 noon in green which meridian? (1)
- 1.1.3 Calculate the time difference between South Africa and South America? (2)

1.1.4 When it is 8 am in Western Australia, what time is it in South Africa? (2)

Marking guidelines

- | | |
|---|-----|
| 1.1.1. later | (1) |
| 1.1.2. 2 pm | (1) |
| 1.1.3. 5 hours east coast, 7 hours west coast | (2) |
| 1.1.4. 2 am | (2) |



Adapted: Platinum, social sciences, learner book, p 17

1.2.1 What line of longitude does International Date Line follow? (1)

1.2.2 How many degrees of longitude has International Date Line been adjusted where it is 5 south of the equator

(1)

1.2.3 Correct the statement below

Places in the western hemisphere are a day earlier than places in the east hemisphere.

(2)

(Total 4)

MARKING GUIDELINES

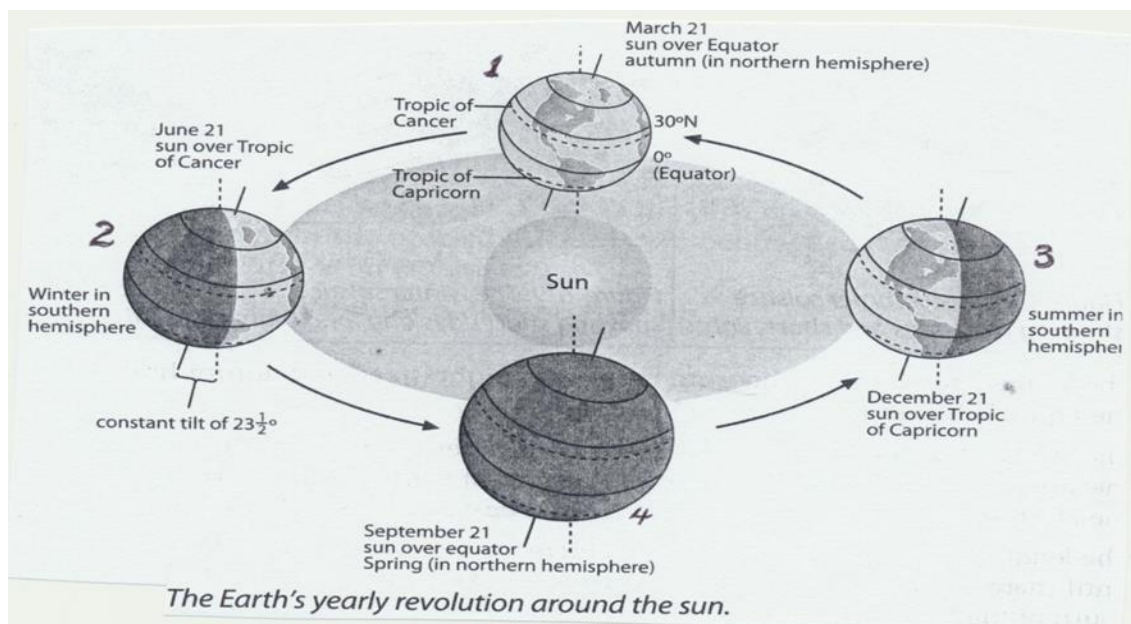
1.2.1 180° ✓ (1)

1.2.2 30° ✓ (1)

1.2.3 Places in the eastern hemisphere are a day earlier than places in the western Hemisphere ✓✓ (2)

(Total 4)

Figure 1.3



Adapted: Spot on, social sciences, learner book, p 13

1.3.1 Identify one factor that cause different seasons on earth. (1)

1.3.2 Identify the events, which occur in the Southern Hemisphere during the following dates (4)

1.3.2.1 March 21

1.3.2.2 September 21

1.3.2.3 December 21

1.3.2.4 June 21

1.3.3 Discuss how an equinox occurs in 5-8 lines. Explain with respect to equator, length of day and night, both hemispheres and dates.

(6)

(Total 11)

Marking guidelines

1.3.1 The earth's tilt at $23,5^\circ$ on its axis ✓

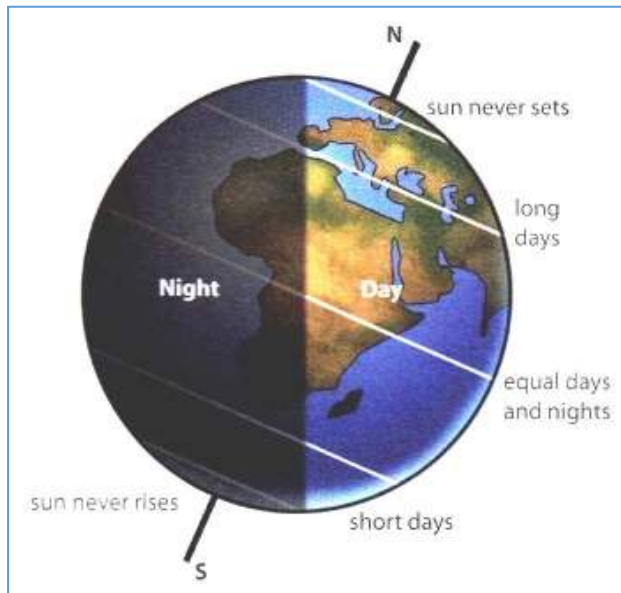
1.3.2.1 Autumn equinox ✓

1.3.2.2 Spring equinox ✓

1.3.2.3 Summer solstice ✓

1.3.2.4 Winter solstice ✓

1.3.3 Equinox is event occurring twice in a year when the sun shines directly overhead the equator in which the day and night have equal length of time. When this occurs every place on the surface of the earth receives the equal amount of daytime and night time. It occurs both in March 21 and 21 September in both Northern and southern hemispheres. On March 21 it is autumn equinox in the southern hemisphere while it is spring equinox in the northern hemisphere. On September 21, it is spring equinox on the southern hemisphere while it is autumn equinox in the northern hemisphere. ✓✓✓✓✓✓



Source platinum social sciences

1.4.1 Explain the difference between rotation and revolution. (2)

1.4.2 Match the words in column A with the correct meaning in column B (4)

Column A	Column B	Answers
A. Equinox	1.4.2.1 The position of the sun in the sky above the horizon	
B. Solstice	1.4.2.2 The times of the year when the sun is directly above one of the tropics.	
C. Earth's axis	1.4.2.3 The times of the year when the sun is directly above the equator.	
D. angle of the midday sun	1.4.2.4 The angle earth is tilted away from the perpendicular	

1.4.3 Explain what causes the length of day and night to change (4)

(Total 10)

Marking guidelines

1.4.1 Rotate: to move in a circle around an axis✓

Revolve: Move in a circular orbit around a point: the earth revolve around the sun. ✓ (2)

1.4.2

Column A	Column B	Answers
A. Equinox	1.5.2.1 The position of the sun in the sky above the horizon	D. ✓
B. Solstice	1.5.2.2 The times of the year when the sun is directly above one of the tropics.	B. ✓
C. Earth's axis	1.5.2.3 The times of the year when the sun is directly above the equator.	A. ✓
D. Angle of the midday sun	1.5.2.4 The angle earth is tilted away from the perpendicular	C ✓

(4)

1.4.3 The angle of Earth axis affects the amount of sunlight certain areas of Earth receive at different time of the year✓. In June, the parts of the northern hemisphere furthest from the equator receive long hours of sunlight✓. The southern hemisphere receives less sunlight✓ and has shorter daylight hours. ✓ (4)

Total: 10

GEOGRAPHY LESSON PLAN

LESSON PLAN 3					
TOPIC: Maps and atlases					
TERM	1	WEEK	9	GRADE	8
DURATION	2 hours	DATE			
SUB-TOPIC	Satellite images				
SPECIFIC AIMS	Understanding and work with a range of sources-including maps, data and photographs.				
SKILLS	Identify and extract information from texts atlases and other sources.				
RELATED CONCEPTS/ TERMS/ VOCABULARY: Satellite image, remote sensing, meteorology, land use, LANDSAT, METEOSAT,					
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE: Grade 7 , local maps					
EAC: Reading and writing Viewing and listening					
RESOURCES: Textbook, PowerPoint slide, satellite image					
ERRORS/ MISCONCEPTIONS/ PROBLEM AREAS: Learners have challenges on interpreting satellite images,					
METHODOLOGY					
TEACHER ACTIVITIES			LEARNER ACTIVITIES		
• Explain what is a satellite image • Show learners what satellite images look like. • Explain information from satellite images (water, vegetation, land use and cloud pattern) • Explain how satellite images are used • Link satellite images with synoptic weather maps(weather systems)			• Identify features on a satellite image. • Use information on satellite images to answer questions. • Activity 1 • Activity 2		
CURRICULUM DIFFERENTIATION					
TIER 1: Activity 1, 1.1.1. Activity 2, 1.2.1, 1.2.2., 1.2.3.					
TIER 2: Activity 1, 1.1.1. Activity 2, 1.2.4.					
TIER 3: Activity 1, 1.1.2. Activity 2, 1.2.5					
ASSESSMENT ACTIVITIES					
REFLECTION					
• The teacher will assess the learner performance to decide on the expanded opportunities					

What is Remote sensing

It refers to the process of gathering or obtaining information about the Earth without physical contact. For example, the human eye can be able to view objects at a distant without touching it. Satellites are good examples remote sensors.

What is a satellite image?

A satellite is an object in space that orbits or circles around a bigger object. Remote sensing, or Earth Observation, is done from space using satellites. Hundreds of images are sent every day from the satellites to receiving stations on Earth. The earth's entire surface is imaged every week and because they are so high up, these sensors can capture images of a very large area.

What satellite images look like?

Satellite images look like photographs but they are not photographs.

Information from satellite images

Satellite images provide a selection of information about the earth such as weather conditions, soil erosion land use pattern, water availability and vegetation cover. it is possible to use a series of satellite images to see how conditions change over time

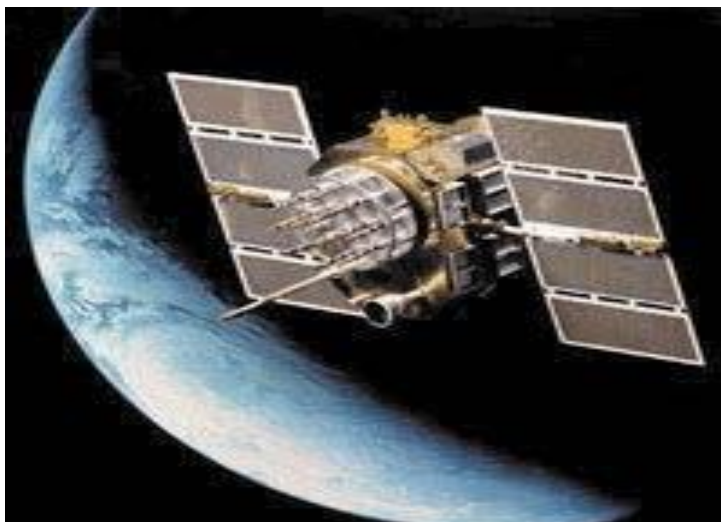
Types of satellites used in geography

- Meteosat – these are satellites frequently send back information on weather conditions, such as for example, cloud cover, moisture and temperature.
- LANDSAT – this satellite is used to collect information about resources, such as soil, water and vegetation, as well as land use and environmental conditions.

How satellite images are used?

Satellite images help scientists identify areas where there is water, vegetation, and if rocks contain valuable resources such as soil, iron and gas deposits as well as providing information about approaching cloud patterns and storms. all these uses can take place from examining satellite images without people having to actually visit the areas in a question.

One of the most common use of satellite image is weather forecasting weather satellite provide information about the position and type of clouds in the atmosphere, wind speed, pressure difference and temperature



Source: Platinum, Social sciences learner book p.23

Lesson Objectives

By the end of the lesson, learners will be able to explain how Satellite imagery is used in applications such as:

- Meteorology
- Agriculture
- Disaster Management
- Landcover Mapping
- Fire Monitoring



FundaLula.
MAPPROCK WITH GIS

Lesson 3: Applications of Remote Sensing

 **esri** South Africa

Satellite Image - Uses

Weather Monitoring



FundaLula.
MAPPROCK WITH GIS

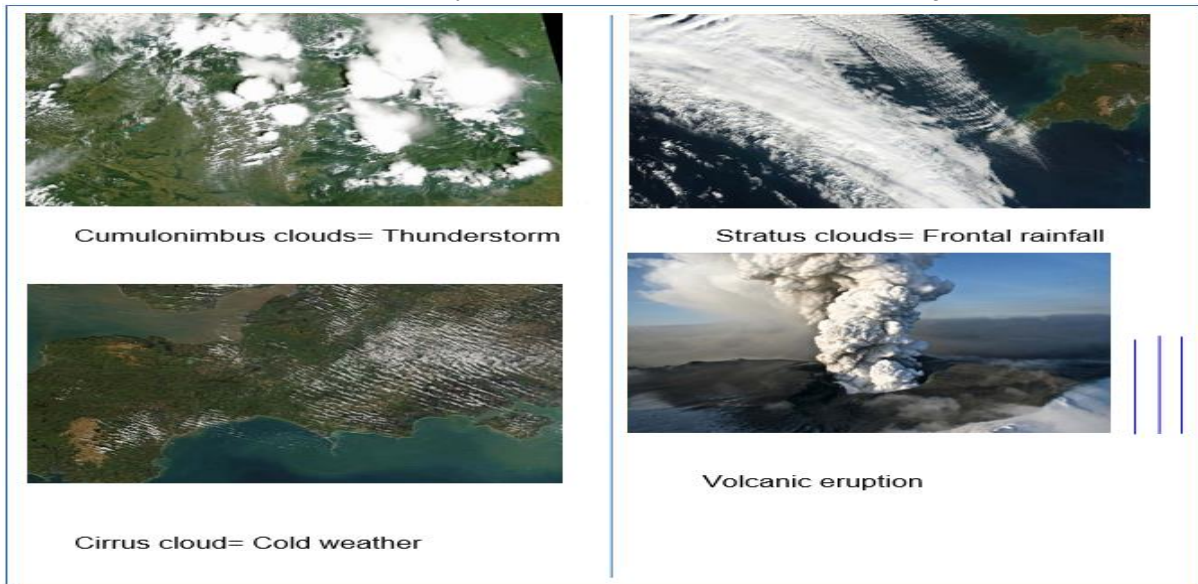
Lesson 3: Applications of Remote Sensing

 **esri** South Africa

Meteorology

Satellite gives:

- Information for weather forecasting: images of clouds, the amount of water vapour in the air and the amount of heat of the whole world, many times a day.
- Weather data that is stored and used in studies of possible climate change
- The effect of climate change on glacier and Arctic and Antarctic regions
- Some satellites have **geostationary orbits**, meaning they stay in the same spot and move at the speed
- the earth rotates. Geostationary satellites track the weather over one region.



Source: <http://google/oeWU>

Agriculture

- Satellite can be used to see the availability of water for irrigation
- When plants need more nitrogen fertilizers
- It can also be used to determine the soil cover for fertile soil.
- It determines the gradient of the landscape. For example, cultivation must be practised in a gentle/flat land

Satellite Image - Uses

Agriculture



FundaLula.
MAGNETIC WE'VE GOT

Lesson 3: Applications of Remote Sensing

esri South Africa

Disaster response

Satellite shows;

- Changes in the extent of floods
- Where forest fires and veld fires are and where they are headed the location and strength of earthquakes. The satellite can be able obtain information about places that are inaccessible.
- Volcanoes eruption; the silt swelling of volcanoes can be detected weeks before it may erupt.

Fire detection

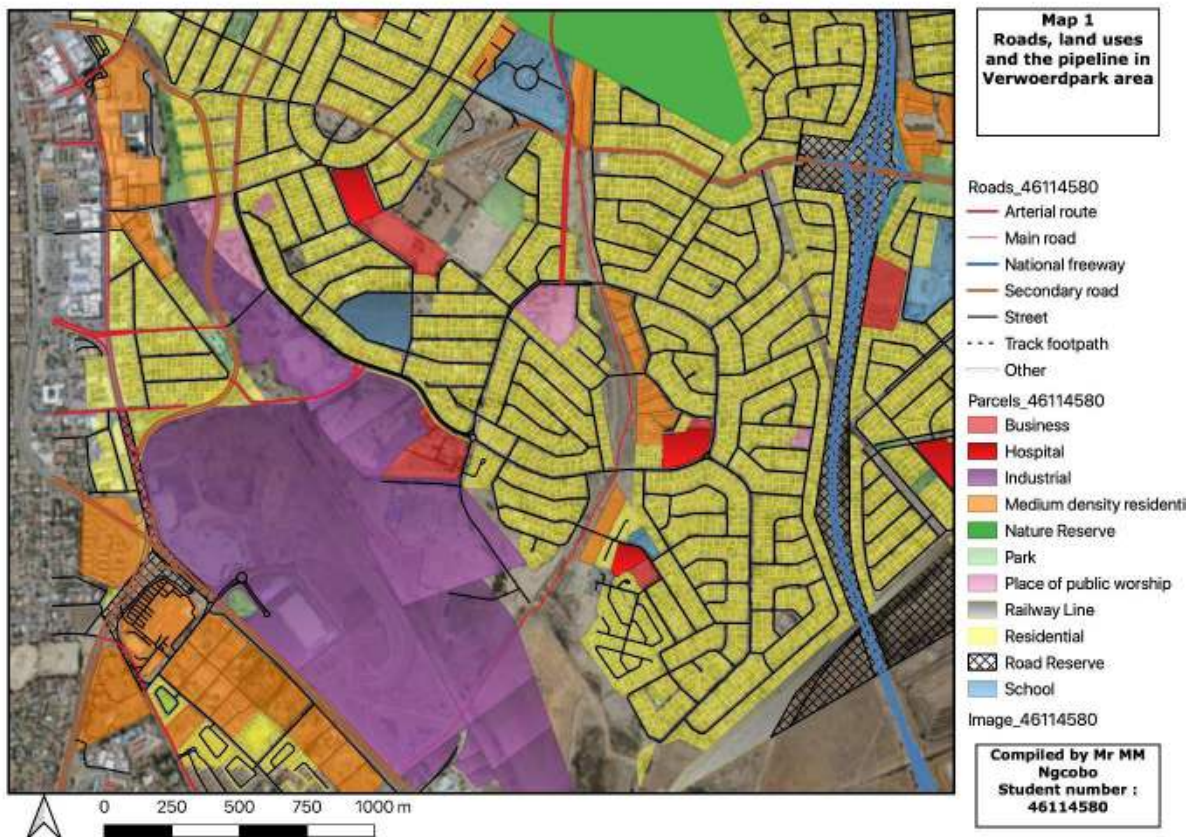


FundaLula.
MAPS ONLINE

Lesson 5: Applications of Remote Sensing

esri South Africa

Satellite image for land parcels



Land cover (land use zones)

- City planners need to know which areas of a city are used for which purpose. Therefore, they produce a map of “land use”, that identifies parts of a city and the major activities (land use) that happen there. Remote sensing imagery is very useful for this purpose, since you certainly don’t want to spend many hours walking or driving around a city to map its land use.
- Satellite imagery for land development can be used to gather information that is used by Town Planners,
- Developers and Engineers and Cartographers (people who create maps).
- Information from satellite images is used for analysis in evaluating:
 - construction costs
 - environmental impact
 - transport corridors
 - land cover and land use classification

Activity 1 Satellite images

Figure 1



Adapted: Platinum, social sciences learner book.P.23

- 1.1. Look at figure 1.
- 1.1.1. Identify the football stadium on the satellite image. (2)
- 1.1.2. Try to identify the following:
 - a) Area of open land (2)
 - b) Areas where there are many buildings (2)
 - c) Mine dumps (2)
 - d) Major roads (2)

Total: 10

Class activity 2: Satellite images



Adapted: Platinum, social sciences learner book. p25

- 1.2.1. a) Define satellite image (2)
- b) Define remote sensing (2)
- 1.2.2. Give TWO types of satellite used in geography (4)
- 1.2.3. Name THREE features that are visible on the satellite image (3)
- 1.2.4. How will the information in this satellite image be of use to meteorologists (4)
- 1.2.5. Explain the importance of satellite images (5)

Total: 20

Marking guidelines

- 1.2.1 (a) Satellite image: images of the earth collected by a satellite. ✓ ✓ (2)
- (b) Remote sensing: taking pictures from distance using a satellite. ✓ ✓ (2)
- 1.2.2 Landsat ✓
- Meteosat ✓ (2)
- 1.2.3 vegetation ✓
- Soil ✓

Water✓

Clouds✓

(3)

1.2.4 Interpret weather satellite image ✓✓

Predict weather ✓✓

Cloud patterns provide information about approaching rain and snow. (any two) ✓✓ (4)

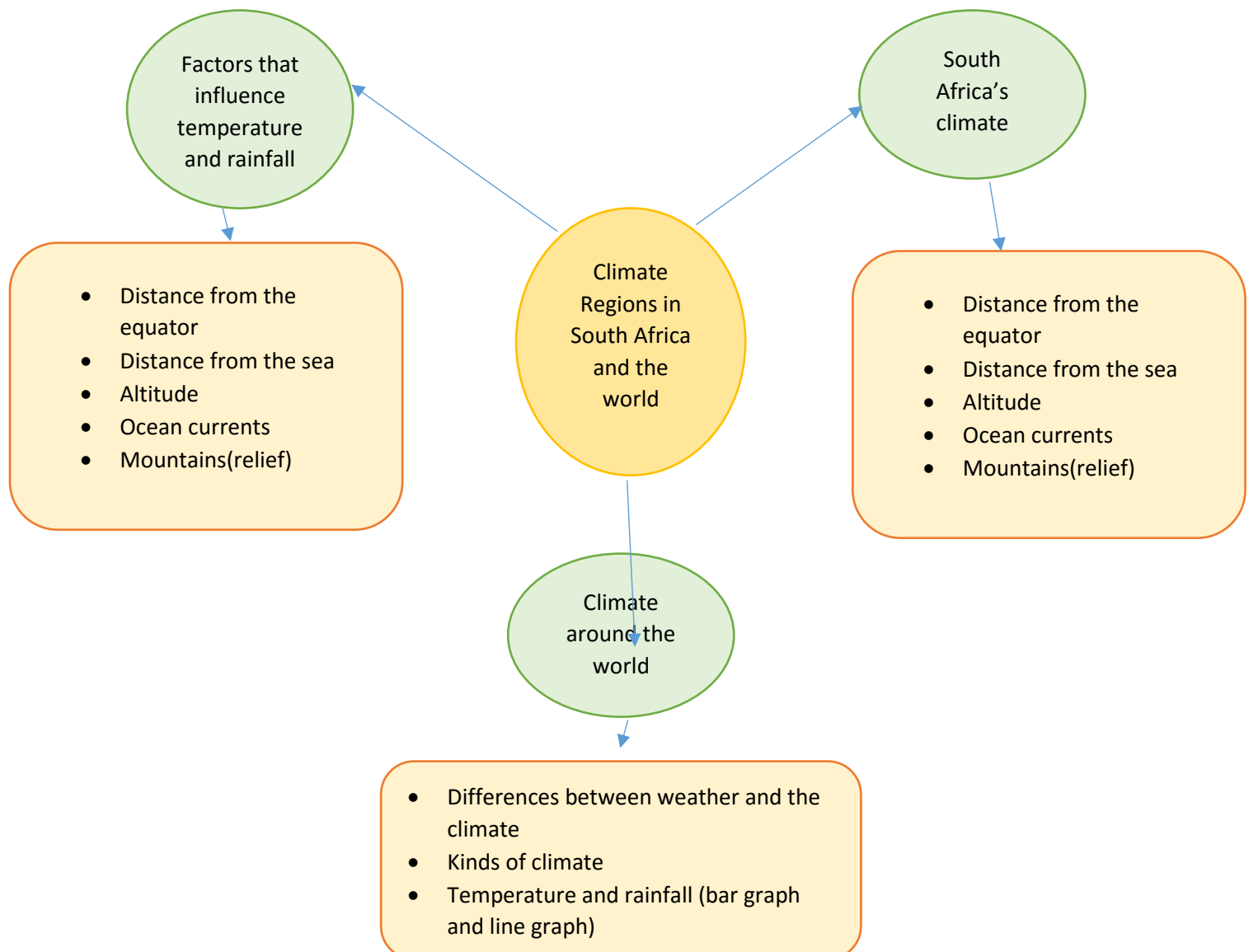
1.2.5. Satellite images provide a selection of information about the earth such as weather conditions✓, soil erosion land use pattern✓, water availability✓ and vegetation cover✓. It is also possible to use a series of satellite images to see how conditions change over time✓

(5).

Total Marks (18)

TERM 2: CLIMATE REGIONS (FOCUS SOUTH AFRICA AND WORLD)

MIND MAP



CLIMATE CONECPTS

CONCEPTS	DEFINITIONS
Thermometer	Indicates the degree of heating and cooling of the air.
Temperature	Is an instrument to measure the maximum and minimum daily temperatures.
Anemometer	An instrument to measure wind speed
Humidity	The amount of water vapour or moisture in the air.
Wind	Is moving air
Precipitation	Includes any form of water that fall on the earth, such as rain, hail or snow.
Weather	Is the daily condition of the atmosphere at any given time. Weather is observed over a small, local area for a short period of time, such as 24hours.
Climate	Is the average weather conditions observed for a larger area over a long period of time e.g. normally months or a year.
Conduction	The flow of heat through a substance like air or water.
Altitude	The height above sea level
Windward	The side from which the wind blows
Temperature range	The difference between the average monthly temperatures of the warmest and the coldest months.

GEOGRAPHY LESSON PLAN

LESSON PLAN 1					
TOPIC: Climate regions(Focus: South Africa and the world)					
TERM	2	WEEK	1-2	GRADE	8
DURATION	5 Hour	DATE			
SUB-TOPICS	Factors that influence temperature and rainfall				
DIAGNOSTIC REPORT	- Differentiation between altitude and latitude. - Distinguishing between Windward side and Leeward side				
SPECIFIC AIMS	Understand and work the range of sources including maps, data and photographs.				
SKILLS	Identification and extract information from the text				
EAC	Speaking, Listening, Reading and Writing				
RELATED CONCEPTS/ TERMS/ VOCABULARY: Equator, Tropic of Cancer, Tropic of Capricorn, North Facing Slope, South Facing Slope, Windward Side, Leeward Side, Relief Rainfall (Orographic Rainfall)					
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE: Atmosphere, Weather, and Climate					
RESOURCES: Chalkboard, Textbooks, Maps, Atlas, ATP					
ERRORS/ MISCONCEPTIONS/ PROBLEM AREAS:					
- Differentiation between altitude and latitude. - Distinguishing between Windward side and Leeward side.					
METHODOLOGY					
TEACHER ACTIVITIES			LEARNER ACTIVITIES		
- Discussing with the learners how latitudes, altitudes, distance from the ocean, ocean currents, aspect of slope, and mountains affect temperatures of the different places around the world. - Using local examples to discuss the factors affecting temperatures and rainfall distribution of the different places around the world - Discuss with learners the factors that affect temperatures and rainfall distribution of different places around the world i.e. latitudes, altitudes, ocean currents, distance from the ocean and aspect. - Give learners activities according to their potential.			- Learners will brainstorm the content ideas. - Learners will engage in a discussion with the teacher. - Learners will write classwork in a form of diagnostic assessment. - Learners will write the chalkboard summary on their journals.		

TIER 1: (Learners at risk) will be given low hanging questions.	
TIER 2: Average (Moderate) will be given challenging questions.	
TIER 3: Gifted (High flyers) will be given question, which are difficult enough to discriminate them from the previous categories.	
ASSESSMENT ACTIVITIES	
Learners will be given classwork activities according to their potential.	
REFLECTION	
The teacher will assess the learner performance to decide on the expanded opportunities.	

SUMMARY NOTES

1. Factors That Affect Temperature and Rainfall

Here are some of the most important factors that affect the climate.

- Latitude
- Altitude and relief
- Distance from the sea
- Ocean currents

Latitude

- Climate regions closest to the equator have the highest temperatures and closest to the poles have the lowest temperatures.
- The regions with the highest rainfall are in the latitudes where air rises and cools to form rain.
- Deserts and semi-deserts are found where air sink. At 30°North and South.
- Mediterranean regions are between latitudes 30-40°North and South where small weather systems bring rain in winter.

Altitude and Relief

- The influence of altitude can cancel out the factor of latitude.

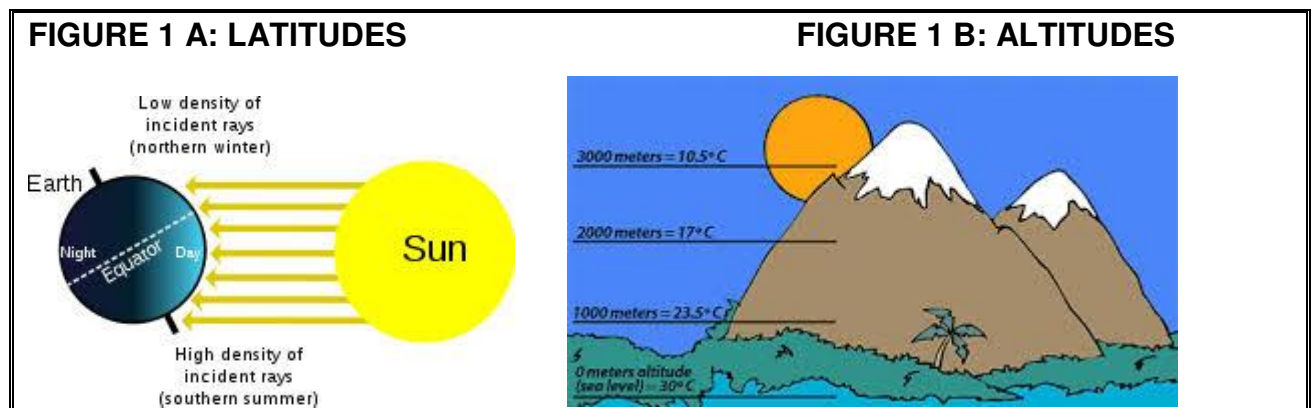
- For instance, high mountains in Africa, South America and Asia that are close to the equator, have tundra or polar climates.
- Mountains can force wet air to rise and cool - that results in rain on the one side of the mountain.
- Mountain ranges such as the Alps in Europe prevent cold air to penetrate further South.

Activity 1: Latitudes and Altitudes

INSTRUCTION:

1.1. Study the figure 1 below to re-write the following summary. Use your knowledge and interpretation skills and fill in the blank space

FIGURE 1



(Google images)

Four important factors influence the temperature and rainfall of different climates. They are: latitude, _____, distance from the sea and _____. In general, places further north have _____ temperatures than places in the south of South Africa, e.g. Cape Town is cooler than Polokwane. Altitude can reduce the effect of _____ on temperature. Places higher above sea level such as Kempton Park, will have _____ temperatures than places with the same latitudes that are close to sea level. The oceans have a moderating effect on the temperatures. They make summers _____ and winters _____, then the places that are at the same latitude, but located inland.

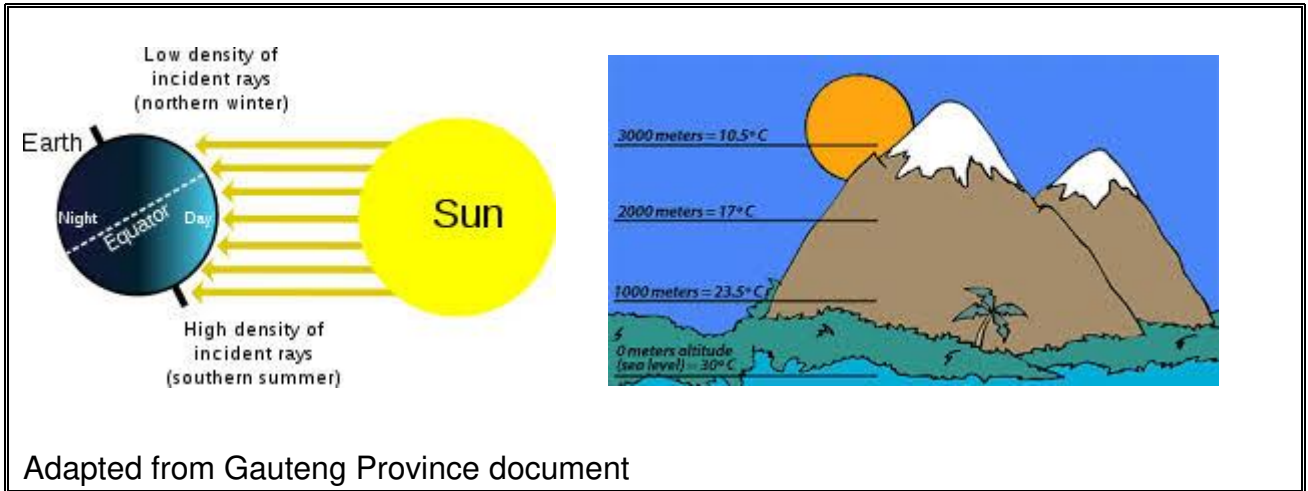
7x1 (7)

1.2. Discuss the temperatures of the places far away from the Equator. (3x2 (6))

Activity 1

Marking Guideline

1.1 Links between climate regions and factors that influence rainfall and temperature.



Four important factors influence the temperature and rainfall of different climates. They are latitude, **altitude**✓, distance from the sea and **ocean currents**✓. In general, places further north have **higher**✓ temperatures than places in the south of South Africa, e.g. Cape Town is cooler than Polokwane. Altitude can reduce the effect of **latitude**✓ on temperature. Places higher above sea level such as Kempton Park will have **lower**✓ temperatures than places with the same latitudes that are close to sea level. The oceans have a moderating effect on the temperatures. They make summers **cooler**✓ and winters **warmer**✓, than the places that are at the same latitude, but located inland. 7x1 (7)

1.2 Places far away from the Equator

- The places far away from the equator have lower temperature. ✓✓
- The places far away from the equator receive oblique sun rays. ✓✓
- The sun rays mostly concentrate on the places near the Equator. ✓✓
- The shape of the Earth may cause the sun rays to be indirect on other places. ✓✓

Max

3x2 (6)

Summary notes

Effect of Altitude and Relief Continue



Adapted from Google images

Distance from the Sea

- Places in the interior location experience extreme climate.
- Warm days and cold nights or warm summers and cold winters.
- Coastal areas experience equable climate

ACTIVITY 2: Slope Aspect (Mountain)

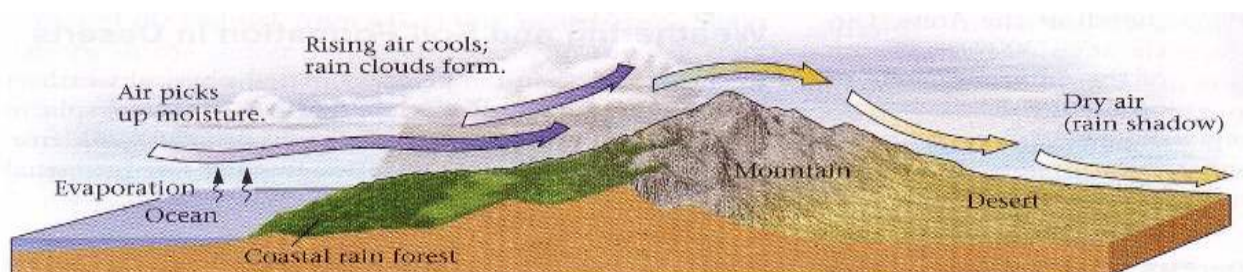


Figure 2: Adapted from Google images

2.1. Refer to the Figure 2 above and answer the following question:

2.1.1. Identify the leeward and windward side by looking on slope

2x1 (2)

2.1.2. Compare the air found on the South with the air found on the North facing slope. 2x2 (4)

2.1.3. In a paragraph of not more than eight lines, explain how does the mountain influence the rainfall 4x2 (8)

ACTIVITY 2

Marking Guideline

2.1. Mountain

2.1.1. (a) Leeward- South facing slope ✓ (1)

(b) Windward – North facing slope ✓ (1)

2.1.2. (a).The air that is found on the South facing slope is cold and dry✓✓. (2)

(b).The air that is found on the North facing slope is warm and has moisture. ✓✓ (2)

2.1.3. Paragraph writing

Slopes facing the equator are warmer than slope facing poles✓✓. Slopes facing the equator receive more sunrays than slopes facing poles✓✓. The mountain will force the air to rise and reach the condensation level✓✓. Clouds are formed, the rain will fall on the other side of the mountain. ✓✓ (8)

Level 1	• Uses evidence in an elementary manner e.g. shows little or no understanding. • Uses evidence partially to report on topic or cannot report on topic.	Marks: 0-2
Level 2	• Evidence is mostly relevant and relates to a great extent to the topic. • Uses evidence in a very basic manner.	Marks: 3-5
Level 3	• Uses relevant evidence e.g. demonstrate a thorough understanding. • Uses evidence very effectively in an organised paragraph that shows and understanding of the topic.	Marks: 6-8

Paragraph marking rubric

Summary notes

Effect of Ocean Currents



Adapted from Google images

Ocean Currents

- Cold ocean currents flow past the west coasts of Africa, South and North America, Southern Europe and Australia.
- It decreases temperatures and rainfall.
- Warm ocean currents increase temperatures and rainfall.
- A warm ocean current flows past the east coast of Africa.

GEOGRAPHY LESSON PLAN

LESSON PLAN 2					
TOPIC: Climate Around the World(Focus: South Africa and world)					
TERM	Two	WEEK	1	GRADE	8
DURATION	1 Hour	DATE			
SUB-TOPICS	South Africa's climate				
SPECIFIC AIMS	Have a sound general knowledge of places and natural forces on earth				
SKILLS	Read and use the source/s in order to assimilate the information				
EAC	Speaking, Listening, Reading and Writing				

RELATED CONCEPTS/ TERMS/ VOCABULARY: Climate and weather	
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE: Climate and weather	
RESOURCES: Chalkboard, Textbooks, Maps, Atlas	
ERRORS/ MISCONCEPTIONS/ PROBLEM AREAS: • Distinction between climate and weather. • Differentiating among different forms of precipitation.	
METHODOLOGY	
TEACHER ACTIVITIES	LEARNER ACTIVITIES
Prepare a lesson and consider the following: <u>Introduction</u> Revise weather and climate. It was done in grade 5. <u>Main Body (Lesson presentation)</u> Name the 4 elements of weather. Explain each of the 4 elements with slides 6,7,8 and 9. Make sure that the learners understand the concept of precipitation. Go through the elements, descriptions, how it is measured and the units of the elements, before the learners copy it in their class books. <u>Conclusion</u> Refer to the table and summarise the lesson. It may be necessary to restate the important concepts.	• Learners will brainstorm the grade 5 concept and present their findings in groups. • Learners will write their own summary on their journals. • Learners will engage in a discussion with the teacher. • Learners will write assessment activity. • Learners will study the table and write a short test based on the table.
CURRICULUM DIFFERENTIATION	
TIER 1: (Learners at risk) will be given low hanging questions.	
TIER 2: Average (Moderate) will be given challenging questions.	
TIER 3: Gifted (High flyers) will be given question which are difficult enough to discriminate them from the previous categories.	
ASSESSMENT ACTIVITIES	
• Learners will be given classwork activities according to their potential.	

REFLECTION

- | |
|--|
| <ul style="list-style-type: none"> The teacher will assess the learner performance to decide on the expanded opportunities. |
|--|

Signatures:

Teacher : _____

Departmental Head: _____

Date : _____

Summary notes**2. Climate Around the World**

- Around the world climates of different places differ from each other.
- Difference between weather and climate:
- Weather is the day to day(or even week to week) conditions in the atmosphere
- Climate is a average of the weather conditions at a place over a long period of time.

Weather

- We talk about the weather in our day to day conversations - for instance we will mention to a friend that it is really cold today. When we talk about the weather we mention the temperature, clouds, rainfall and the wind.



Adapted from Google images

Climate

When you have a conversation with a Facebook friend in America that has never been to South Africa, you will tell him our climate is sunny and warm. It does not mean that it is never cold in South Africa.

Elements of the weather:

- Temperature
- Humidity
- Winds and
- Precipitation



Adapted from Google images

Temperature

- The temperature of a place is how hot or cold the air of that place is.
- Remember that the controlling factors of temperature of a place, is latitude.
- Places close to the equator have high temperatures and places close to the polar regions have low temperatures.
- Humidity
- Humidity is the amount of water vapour in the air.
- If the humidity is high, there is a lot of water vapour in the air.
- Your skin may feel damp.
- Warm air holds more water vapour than cold air.

Wind

- Wind is moving air.
- We describe wind by its *direction* and its *speed*.
- The name of the wind is always given from the direction of which a wind blows.
- A southerly wind, for example, blows from south to north.
- The speed of a wind is linked to its force.
- Very strong winds are called gales.

Precipitation

- Any form of water that falls from the atmosphere, is precipitation.
- Rain, snow and hail fall from the sky.
- Dew and frost condensate on the ground.
- Rain and dew are moisture in a liquid form
- Hail, snow and frost are precipitation in a solid form.



Adapted from Google images

Activity 1: South Africa's climate

1. Study the following table and complete the hidden sections.

ELEMENT	DESCRIPTION	HOW IT IS MEASURED	UNITS OF MEASUREMENT
Temperature		By thermometers	
	The amount of water vapour in the air.	By a hygrometer (wet and dry bulb thermometer)	
Wind direction			Points of a compass.
	How fast the wind is blowing.		Knots or kilometres per hour.
Precipitation		By a rain gauge	

(10)

2. Compare the two statements below and determine whether the statement is about the weather or about the climate.

(a)

The tennis match was cancelled on Saturday because of the strong wind and the hail storm

(1)

(b)

Summer is hot and sticky in Durban. Pack cool clothes for your visit to this part of the country.

(1)

3. By keeping the elements of weather in mind, describe in general the climate where you live. (4)

4. By keeping the elements of weather in mind, describe the present weather where you are. (4)

Activity 1

Marking guideline

Climate around the world

1.

ELEMENT	DESCRIPTION	HOW IT IS MEASURED	UNITS OF MEASUREMENT
Temperature	How hot or cold it is.	By thermometers	Degrees Celsius
Humidity	The amount of water vapour in the air.	By a hygrometer (wet and dry bulb thermometer)	Relative humidity (% of water can be held by the air)
Wind direction	Where the wind is blowing from.	By a wind vane.	Points of a compass.
Wind speed	How fast the wind is blowing.	By a anemometer	Knots or kilometres per hour.
Precipitation	Moisture from the sky such as rain, snow.	By a rain gauge	Millimetres (mm)

(10)

2. (a) weather ✓
 (b) climate ✓
3. Describe: temperature- for instance – warm, sunny climate. ✓
 Wind – for instance- we experience light winds or breezes. ✓
 Humidity – for instance- low humidity. ✓
 Precipitation-for instance- rain and hail or thunderstorms. Little precipitation. ✓
4. Refer to no.3 above for the answers to this question using today's weather of that day.
 ✓✓✓✓ [2]

GEOGRAPHY LESSON PLAN

LESSON PLAN 3					
TOPIC: Climate Regions (Focus,South Africa and world)					
TERM	Two	WEEK	4 - 5	GRADE	8
DURATION	4 Hour	DATE			
SUB-TOPICS:	Climate around the world				
SPECIFIC AIMS	Understand the interaction between society and natural environment				
SKILLS	Make a link between cause and effect, change and continuity				
EAC	Listen, Speaking, Reading and Writing				
RELATED CONCEPTS/ TERMS/ VOCABULARY: Climate, Weather, Climatology, Meteorology.					
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE: Definition of atmosphere, weather, and climate.					
RESOURCES: Chalkboard, Textbooks, Maps, Atlas					
ERRORS/ MISCONCEPTIONS/ PROBLEM AREAS:					
Distinction between climate and weather.					
METHODOLOGY					
TEACHER ACTIVITIES			LEARNER ACTIVITIES		
- The teacher will administer the baseline assessment based on grade 5 content. - The teacher will explain the differences between climate and weather, element of weather - The teacher will explain the kinds of climate below: - Tropical regions - Sub-tropical Region - Temperate Regions - Polar Regions - Semi-desert Regions			- Learners will write the baseline assessment. - Learners will engage in a discussion with the teacher and copy the chalkboard summary. - Learners will write an assessment activity.		

○ Mediterranean Regions ○ High Mountain (alpine)	
CURRICULUM DIFFERENTIATION	
TIER 1: (Learners at risk) will be given low hanging questions.	
TIER 2: Average (Moderate) will be given challenging questions.	
TIER 3: Gifted (High flyers) will be given question which are difficult enough to discriminate them from the previous categories.	
ASSESSMENT ACTIVITIES	
• Learners will be given classwork activities according to their potential.	
REFLECTION	
• The teacher will assess the learner performance to decide on the expanded opportunities.	

Signatures:

Teacher : _____

Departmental Head: _____

Date : _____

Summary notes

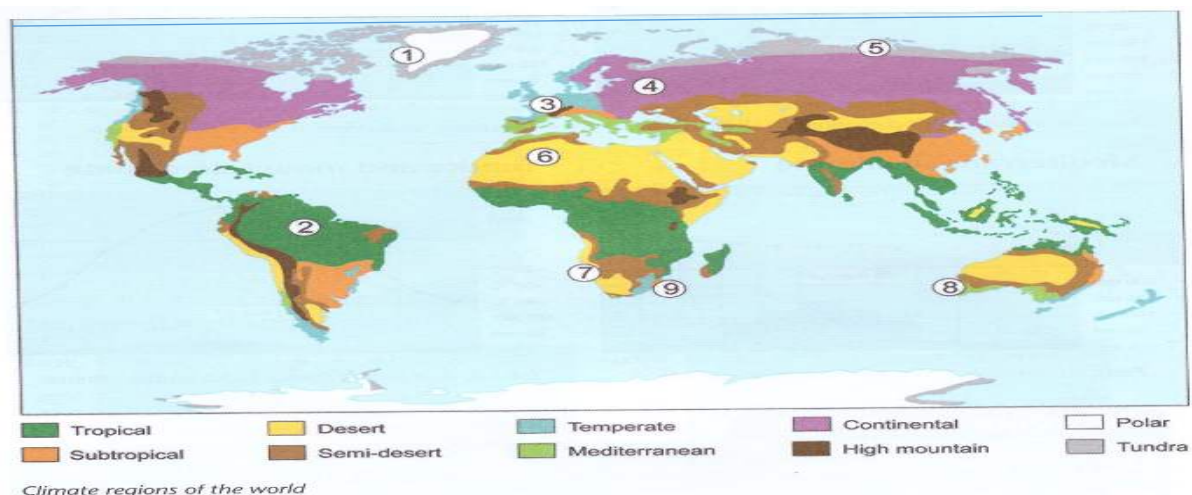
- The teacher will explain the kinds of climate below:
- Tropical regions: very hot summers and warm winters. rainfall throughout the year but **high** rainfall occurs in the summer.
- Sub-tropical Region: summers have relatively high temperatures and precipitation occur throughout the year.
- Temperate Regions: Warm summers and cool winters. Some areas have rain throughout the year but many areas get rain mostly in the summer.

- **Hot Desert Regions:** Very dry, with very little rain. Some years get no rainfall at all. Deserts can be extremely hot or cold. The days are very hot and the nights are very cold.
- **Polar Regions:** Very cold. Very little precipitation throughout the year, except for snow. The land is covered with ice and snow.
- **Semi-desert Regions:** Very little rain, usually less than 250mm per year. This region can be very hot or very cold.
- **Continental Regions:** Warm summers and cold winters. These regions have a large temperature range. A lot of rain occur throughout the year.
- **Mediterranean Regions:** Hot, dry summers and wet, warm winters. This area gets a fair amount of rain, but mostly in winter.
- **Tundra Regions:** Very cold winters and cool summers. Precipitation is mainly in the form of snow. The ground below the surface is always frozen.
- **High Mountain (alpine):** The altitude affects these climates. The climates are different in different places. mostly low temperatures. Heavy rain and snow occur.

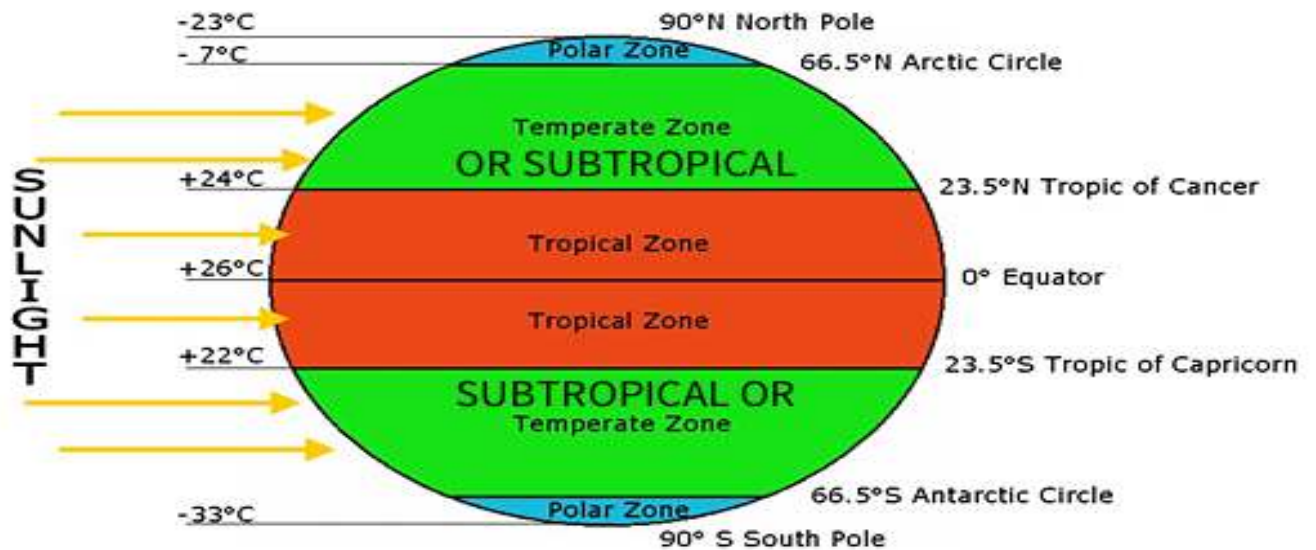
Lesson 3 Activity 1: Climate around the world

Kinds of climate around the world

Study figure A, B and C below, then answer the following questions.



Unknown source - Figure A



Adapted from Google images - Figure B

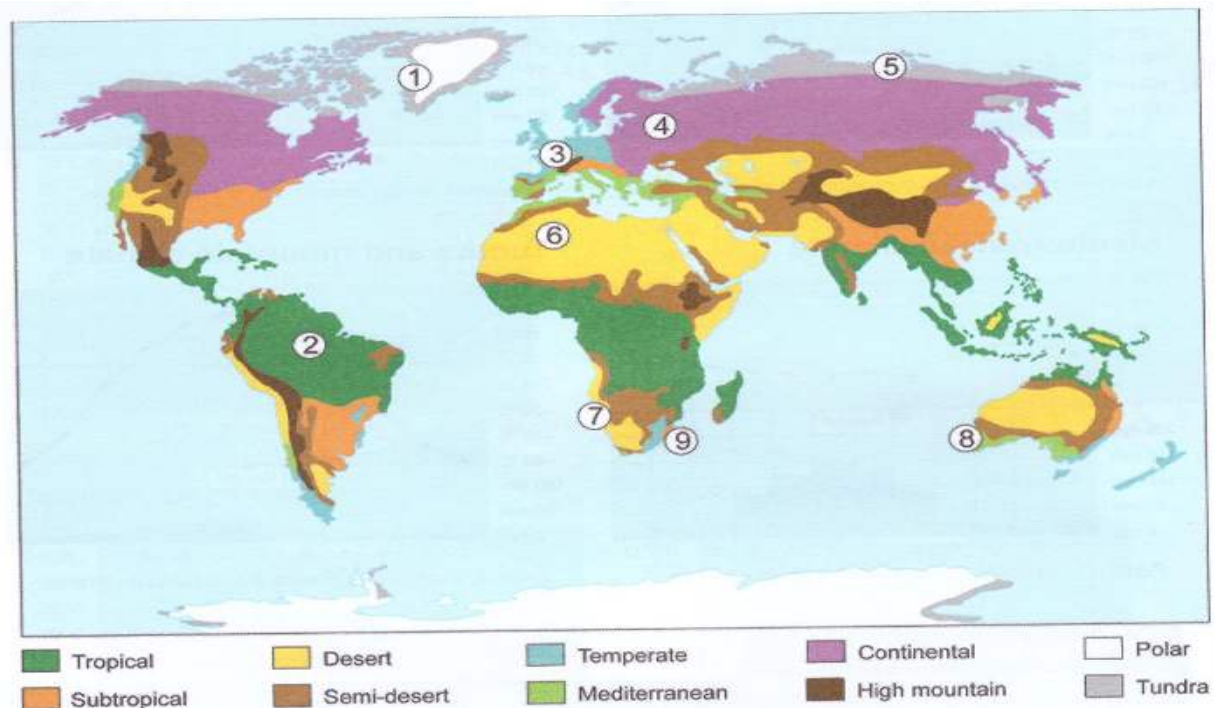
TROPICAL CLIMATE	0°-25° North and South	Rainfall is high and only one season.
SUB-TROPICAL CLIMATE	20°-40° North and South	Two clear seasons. Rainfall about 1200mm annually.
TEMPERATE CLIMATE	40°-65°North and South	Two seasons. Rainy cool climate. Often more rain in winter than summer.
DESERT CLIMATE	Hot and cold deserts. Hot deserts are found between 20°-35° North and South. Usually on the western side of the continents	Very little moisture in the air. No rain for long and when it does rain, floods occur. Very hot days and very cold nights.
SEMI-DESERT CLIMATE	Regions with long periods of drought	Dry but not as dry as the deserts.
CONTINENTAL CLIMATE	30°-60°North and South.	Only in Northern hemisphere. Long winters below freezing. Rainfall between 500 -1250mm a year.
POLAR CLIMATES	Towards the north and south poles	Temperatures seldom higher than 10°. Two distinct seasons. At times it experience 24 hours of sunlight or 24 hours of darkness.
TUNDRA	60°-75°North and South	Winters are long and dark with temperatures not rising above freezing.

Figure C

1. Use Figure A to name the kinds of climate regions from 1-9 (9)
1. Name the kind of climate that is only experienced in the northern hemisphere (1)
2. Identify the main climates of the following:
 - a) Northern hemisphere (2)
 - b) Southern hemisphere (2)
4. Predict which latitudes is the Sub-tropical climate found? (2)
5. Which part of South Africa has a Mediterranean climate? Describe the climate during the winter. (6)

Activity 3

Marking guideline



Climate regions of the world

Unknown source - Figure A

1. On the activity. Green for tropical✓, orange for sub-tropical✓, yellow for desert✓, light brown for semi-desert✓, blue for temperate✓, light green for Mediterranean✓, purple for continental✓, dark brown for alpine/high mountain✓, white for polar✓. See map above.

(9)

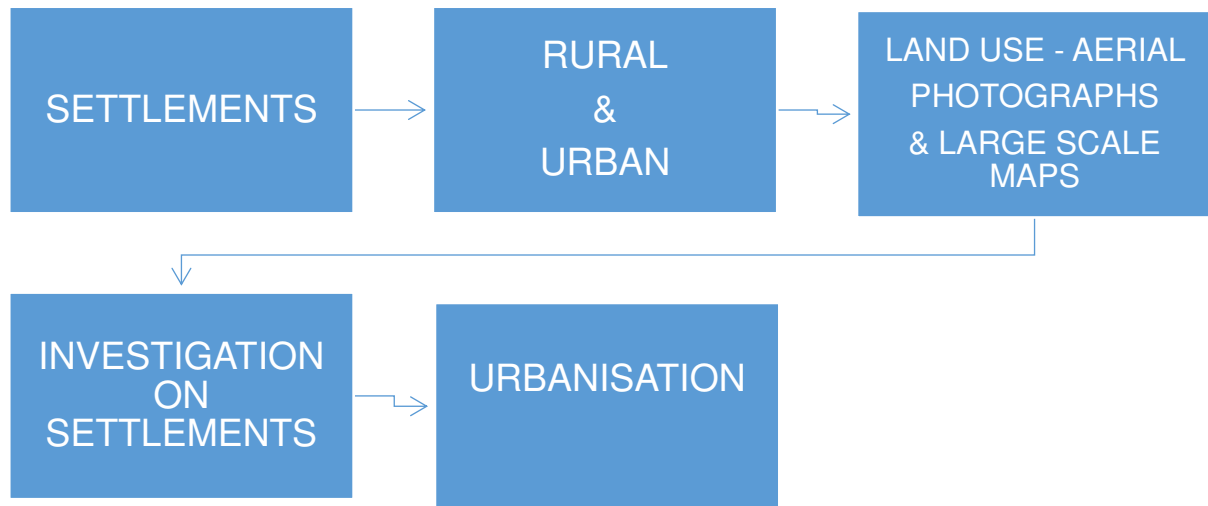
2. Continental climate ✓ (1)

3. (a) Mediterranean climate✓✓ (2)

(b) Temperate climate ✓✓ (2)

4. 20°- 40° ✓✓ (2)

5. Western Cape✓✓. Rainy✓✓, cloudy climate✓✓ (6)

TERM 3: SETTLEMENT (Africa with a focus on South Africa)

GEOGRAPHY LESSON PLAN

LESSON PLAN 1					
TOPIC: Settlement (Africa with a focus on South Africa)					
Key Questions					
1. What is an urban settlement?					
2. What is rural settlement?					
LESSON 1					
TERM	3	WEEK	3-4	GRADE	8
DURATION	3 hrs	DATE			
SUB-TOPIC	Settlement and land use				
SPECIFIC AIMS	Understanding the interaction between society and the natural environment. Find out about places, people, events and issues using different aerial photograph and maps				
SKILLS	Write in a structured and coherent way Define urban and rural settlements Differentiate between land use and land use zones				
EAC	Reading and writing Viewing				
RELATED CONCEPTS/ TERMS/ VOCABULARY:					
Settlement- A Place where people live including buildings, economic activities and transport networks.					
Site- The actual piece of land where a settlement is built					
Function- The function of the settlement relates to its economic and social development and its main activities.					
Rural settlement- Refers to farmsteads, hamlet and villages (where there is limited functions and services)					
Urban settlement- A built-up area with many services and functions, such as towns and cities					
Central Business District- It is the central part of an urban settlement					
Transition Zone- A zone of mixed functions/Mixed land use zone.					
Residential Zone- An are where people live or reside.					
Light Industrial Zone- Area used for industries that produce goods that are light and small.					
Heavy Industrial Zone- Area used for industries that produce goods that are big and heavy					
Rural-Urban Fringe- An area of mixed rural and urban functions.					
Land-use -Dominant activity done in an area e.g., farming in rural areas					
Land-use zones- Areas of land that have one main use or function					
Commercial- Has to do with making or intended profit in business					
Outlets- Places that sell goods					
Primary activity- An activity dealing with the extraction of raw material from earth					
Secondary activity- An activity where a primary product is manufactured					
Tertiary activity- An activity dealing with provision of services					
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE: Grade 6 (Why people live where they do)					

RESOURCES: Pictures/Charts, projector, chalkboards and textbooks	
TEACHER ACTIVITIES	LEARNER ACTIVITIES
Introduction Recap on Grade 6 work on 'why people live where they do' Body: - Teacher explains the concept of <i>settlement</i>, <i>Rural</i> and <i>Urban</i> settlement. - With aids of pictures discuss land use zones in the urban settlement. NB: Emphasis on difference between land use and land use zone - Teacher shows and discuss, with learners, different types of rural settlement. - Teacher facilitates an assessment activity and strengthen the skills of paragraph writing Conclusion: - Teacher gives learners an activity and assist learners as they do it	- Learners take down notes - Learners view and discuss differences between land use zones. - Learners are discussing with the teacher different kinds of rural settlement Learners do activity on urban and rural settlement.
CURRICULUM DIFFERENTIATION	
TIER 1: (Learners at risk): Low order questions	
TIER 2: Average Moderate: Middle order questions	
TIER 3: Gifted (High flyers): High order questions	
ASSESSMENT ACTIVITIES	
Informal: Activities	
REFLECTION	

NOTE SUMMARY

SETTLEMENTS- A settlement is a place where people live including houses, infrastructure and communication networks.

- Settlements can be **classified** into two types: Rural and urban areas.
- Rural settlements refer to farmsteads, hamlets and villages with few functions and services.
- Urban settlements are build-up areas with many services and functions.
- The **land use zones** in rural areas are:
Farming includes subsistence farming and commercial farming

Figure 1.1

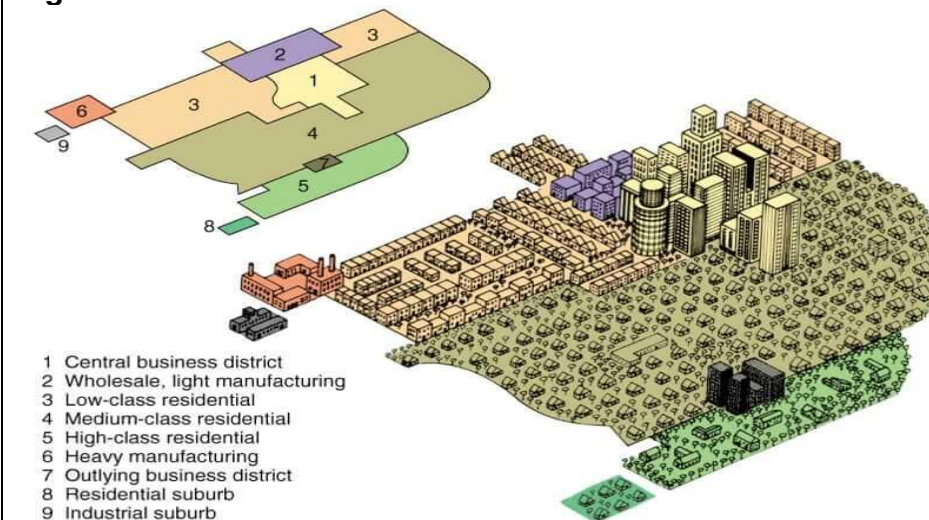


<https://www.jotscroll.com/forums/3/posts/205/rural-and-urban-settlements-definition-differences-classification.html>

Types of rural settlements

- Farmstead-One isolated building/household
- Hamlets- A few number of buildings/households
- Villages- Many households with a market place
- Rural areas may develop because of the following reasons:
 - Forestry - The settlement that develops along or closer to the forest for building material or fuel.
 - Farming – The main occupation is farming/agriculture
 - Fishing -They develop along the coast and around the lake. The main occupation is fishing
 - Mining- The settlement which develop as a result of the discovery of minerals

Figure 1.3 Land use zones in urban areas



<https://www.geo41.com/urban-settlements>

ACTIVITY 1.1

1.1. Match the description in column A with the correct land use zone in column B

	Description of land use zone	Land use zone
1.1.1.	The central part of an urban settlement	A. Rural urban fringe
1.1.2.	A zone with mixed land use zones	B. Low-income residential area
1.1.3.	Industries associated with high pollution rates	C. Transition zone
1.1.4.	Expensive houses with large sites	D. Heavy Industry
1.1.5.	A zone with mixed rural and urban functions	E. High income residential area
1.1.6.	Industries that occupy small buildings	F. Light Industry
1.1.7.	Small houses with similar designs	G. Central Business District (CBD)

(7x1) (7)

ACTIVITY 1.2

Refer to figure 1.2 below and answer the following questions



<https://panafricanvisions.com/2014/08/swaziland-moving-towards-commercial-farming/>

- 1.2.1. Define the term *rural settlement*. (1x2)(2)
- 1.2.3. Identify the primary economic activity dominant in figure (1x1)(1)
- 1.2.4. Is the primary economic activity identified in question 1.2.2 a commercial or subsistence? (1x1)(1)
- 1.2.5. Provide TWO reasons for your answer in question (2x2)(4)
- 1.2.6. In a paragraph approximately EIGHT lines, discuss the importance of the economic activity mentioned in question 1.2.2 to the local community. (4x2)(8)

GEOGRAPHY LESSON PLAN

LESSON PLAN 2

TOPIC: Settlement (Africa with a focus on South Africa)

Key Questions	What are aerial photographs?
	What are differences between vertical and oblique aerial photographs?

LESSON 2

TERM	3	WEEK	3&4	GRADE	8
DURATION	3 hrs	DATE			
SUB-TOPIC	Land use on aerial photographs and large-scale maps				
SPECIFIC AIMS	Understand and work with a range of sources including maps, data and photographs.				
SKILLS	Identify and extract information from photographs and maps				
EAC	Writing- Learners define concepts by writing. Viewing and listening- use of photographs, maps and projectors for demonstration.				

RELATED CONCEPTS/ TERMS/ VOCABULARY:**Features-** Natural and built things on the Earth's surface.**Aerial Photograph-** A photograph taken by an aircraft above the ground.**Cartographer-** A person who makes maps**Horizontal** -Level with the horizon**Oblique-** At an angle, sloping**Parallel-** when two lines or objects are the same distance apart along their length.**Vertical-** Perpendicular or straight up from the horizontal.**PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE:** Grade 6 (Why people live where they do)

Settlement and Land use zones

RESOURCES: Aerial Photos, land-use maps, projector, chalkboards and textbooks**ERRORS/ MISCONCEPTIONS/ PROBLEM AREAS AS IDENTIFIED IN NSC DIAGNOSTIC REPORT:** Learners struggle to analyse and interpret aerial photographs

METHODOLOGY

TEACHER ACTIVITIES	LEARNER ACTIVITIES
Introduction: ✓ Define the main concept and related concepts Body: ✓ Provide learners with a variety of aerial photographs ✓ Indicate types of aerial photos ✓ Assist learners in extracting information from aerial photos and large-scale maps ✓ Educator allows learners to take down note summary Conclusion: ✓ Educator gives learners an Activity to do.	✓ Learners identify and extract information on features from the aerial photos and large-scale maps. ✓ Learners write down note summary on aerial photographs. ✓ Learners do Activity.

CURRICULUM DIFFERENTIATION	
TIER 1: (Learners at risk): Low order questions	
TIER 2: Average Moderate: Middle order questions	
TIER 3: Gifted (High flyers) : High order questions	
ASSESSMENT ACTIVITIES	
Classwork Activity 2.1	
REFLECTION	

NOTE SUMMARY: Land use on aerial photographs and large-scale maps

Definition: A photograph taken by an aircraft above the ground

- Vertical aerial is taken at a right angle (90°) while an oblique is taken at a slope (Angle less than 90°).
- High oblique show (Figure 2.2) includes horizon while the low oblique (Figure 2.3) does not include horizon.
- Different settlements and landuses can be identified in aerial photo graphs and large-scale map.

Figure 2.1 Showing a vertical aerial photo



Adapted from www.geosense.co.za

Natural Features

- Natural features on aerial photos appear wavy and irregular.
- Natural features include rivers, lakes, forests, ocean, mountains, etc.

Constructed Features

- Constructed features usually have a straight edge or appear regular on an aerial photo.
- Constructed features include roads, railways, power lines, cultivated land, dams,

Figure 2.2 Showing High Oblique photo



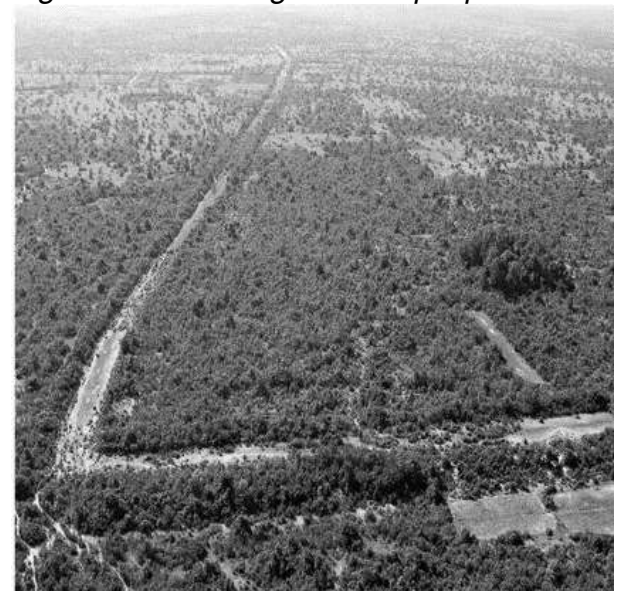
Adapted from www.camposbayratepavers.blogspot.com

Figure 2.4 Large scale map of Durban



Source: www.roomsforafrica.com

Figure 2.3 Showing low oblique photo



Source: www.researchgate.net

ACTIVITY 2.1

Study the satellite image below and answer the questions that follow

Figure 2.1



<https://www.google.com>

- 2.1.1. Explain what is meant by Aerial photograph (1x1) (2)
- 2.1.2. Identify any land use zone visible on the above Aerial photograph (1x1) (1)
- 2.1.3. List ONE natural feature and ONE constructed feature evident in the above aerial photograph (2x1) (2)
- 2.1.4. The aerial photograph in **figure 2.1** is a vertical aerial photograph.
- (a) Differentiate between a vertical and oblique aerial photographs (2x2) (4)
- (b) Discuss ONE advantage and ONE disadvantage of a vertical aerial photographs (2x2) (4)

LESSON PLAN 3: Urbanisation

DISCIPLINE:	☒ Geography:	☐ History:
TOPIC: Settlement (Africa with a focus on South Africa)		
Key Questions What is urbanisation? What is rural -urban migration? What is rural depopulation? What are push and pull factors? What is informal settlement?		
LESSON 3		
TERM	3	WEEK 6-8
DURATION	4.5 Hrs	DATE
SUB-TOPIC	Urbanisation Concept of urbanisation Overview of urbanisation in South Africa Social issues related to rapid growth of cities	
SPECIFIC AIMS	Understand the interaction between society and the natural environment To arouse curiosity about the world they live in.	
SKILLS	Acknowledge and appreciate diverse lifestyles and world views.	

	Consider, synthesis and organise information. • Define urbanisation, rural – urban migration, rural depopulation. • Discuss pull and push factors
EAC	Reading and writing- Read case studies on South African urbanisation and writing paragraphs on impacts of rural-urban migration.
RELATED CONCEPTS/ TERMS/ VOCABULARY: Urbanisation- The increase in percentage of people living in urban settlements Migration- The movement of people Rural-Urban Migration- Movement of people from rural areas to urban areas. Rural Depopulation- Decrease of people living in rural areas Push factors- Conditions that force people away from an area Pull factors- Conditions that attract people to an area Pass Law- Law that controlled labour movement and which used official document stating where African workers could live and work. Migrant labour- Workers who left their homes to work in towns and go back after a certain period. Commuter Protest- To act against the law or authority. Reserve Areas- Rural area where black people can own land. Homeland- Self-governing area in South Africa for particular native Africans during apartheid. Abolish- Is to do away with something or formally put an end to a system, practice institution, etc. Welfare- Health and happiness of a person Sanitation- Equipment's and systems that keep places clean by removing human waste Informal Settlement- Unplanned settlement with no proper infrastructure and services	
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE: Grade 6 (Why people live where they do)	
RESOURCES: Textbooks, Chalkboard,	
ERRORS/ MISCONCEPTIONS/ PROBLEM AREAS AS PER NSC DIAGNOSTIC REPORT: Confusion between urbanisation and rural-urban migration. Confusion of pull and push factors	
METHODOLOGY	
TEACHER ACTIVITIES	LEARNER ACTIVITIES
Introduction: ✓ Recap on the previous lesson ✓ Define the main concept and related concepts Body: ✓ Educator assist learners to identify global urbanisation trends in a graph (Refer to Figure 2.3A) ✓ Educator provides the class with a case study and read with the learners (Refer to figure 2.3B)	✓ Learners identify global urbanisation trends in a graph ✓ Learners read and identify push and pull factors in the case study with the educator

✓ Educator provides a note summary ✓ Educator gives an assessment Activity 3.1 to reinforce the concept of urbanisation Conclusion: ✓ Educator issues a homework to learners	✓ Learners take down notes ✓ Learners do Activity 3.1
CURRICULUM DIFFERENTIATION	
TIER 1: (Learners at risk): Low order questions	
TIER 2: Average Moderate: Middle order questions	
TIER 3: Gifted (High flyers): High order questions	
ASSESSMENT ACTIVITIES	
Activity 3.1 Homework	
REFLECTION	

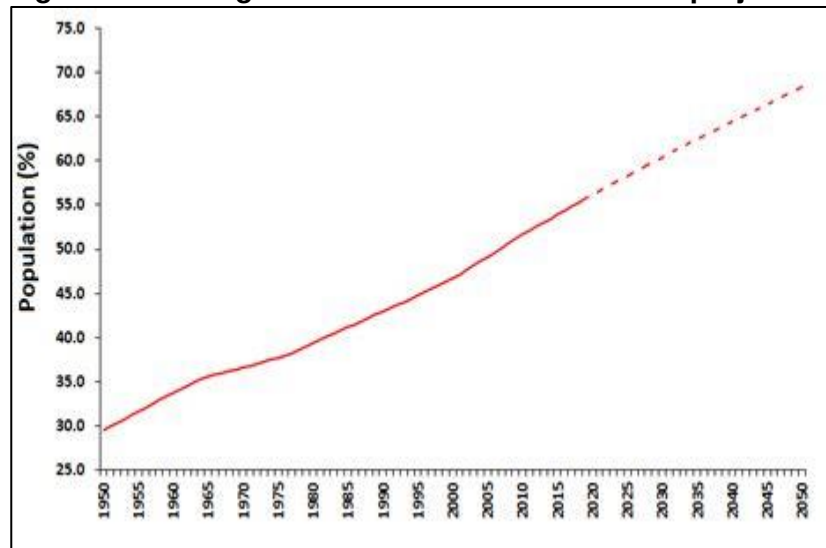
NOTE SUMMARY: Urbanisation

Definition: The increase in percentage of people living in urban settlements

- People living in urban settlements increase every year as shown in figure 3.1.
- This increase is a result of rural-urban migration

Why cities are growing?

- Rural-Urban migration is the main cause of urbanisation
- Rural-Urban migration refers to the movement of people from rural areas to urban areas.
- The negative reasons causing people to leave rural areas are known as **pull factors** while the positive reasons are known as **push factors**.

Figure 3 Showing worlds urbanisation trend and projection

Source unknown



- Poor housing
- Poor transport links
- Lack of services
- Unemployment
- Lack of water and sanitation
- Natural disasters
- Civil wars
- Mechanisation

- Better housing
- Clean water and sanitation
- More entertainment facilities
- More job opportunities
- Better transport links
- Improved living conditions
- Hope for a better way of life

Impact of rural urban migration on rural and urban settlement	
Impacts in rural areas • Leads to rural depopulation • Ghost towns develop • Increase in rural poverty • Younger and productive people leave resulting to an old population. • Decline in food and crop production • Services shutdown	Impacts on urban areas • Leads to a growth of informal settlement • Increases pressure on services delivery due to increasing population • Increase in crime and poverty due to increase in population • Pollution increases
Overview of urbanisation in South Africa	
Factors influencing urbanisation in South Africa • Early settlers in 1652 decided to build a permanent settlement in the Cape, as a result Cape Town slowly developed into urban settlement. • Mining towns and harbours developed as a result of discovery of diamonds and gold. • The formation of the Union of South Africa led to the development of many urban settlements for white people. Blacks were restricted to reserves as a result of Native Land Act of 1913. • Apartheid controls led to fewer people in urban areas as a result of Pass Laws and Group Areas Act. • Democracy in 1994 resulted to rapid rise in urbanisation because apartheid controls were abolished.	Issues related to rapid growth of cities • Rapid urbanisation leads to increase to the number of people who need land, housing and other services • Housing shortages resulting to development of informal settlement. • Increasing urban population leads to shortages for services such as healthcare and educational facilities. • Urbanisation has led to increase in social ills such crime, teenage pregnancy and poverty.

ACTIVITY 3.1

Refer to figure 3.1A and Figure 3.1B below and answer the questions that follow:

Figure 3.1A

What are the effects of rural depopulation in rural areas?

One problem is young people start leaving. There are no malls, night life, or things to do. What shopping there is, the buildings are old & deteriorating. There are no jobs, and no revenue to repair buildings, farmers can't get income for equipment, so farms disappear.

When the young leave, there is no future population, no babies, young families, to support the area, just old people. When this happens doctors leave, no one to pay their bills. The support industry, insurance companies, grocery stores, and small stores start closing. No one to deliver newspapers has caused a failure to thrive.

These are reasons small towns can't compete with bigger cities.

SOURCE: <https://www.quora.com/topic/RuralDepopulation?q=rural%20depopu>

Figure 3.1B

- | | | |
|-------|---|-----------|
| 3.1.1 | Define the term rural depopulation. | (2x1) (2) |
| 3.1.2 | Identify the process that is taking place in figure 3.1B. | (1x1) (1) |
| 3.1.3 | Identify any two socio-economic problems from the extract in figure 3.1A that will occur as a result of the process occurring in figure 3.1B. | (2x1) (2) |
| 3.1.4 | Discuss any other two push factors (not mentioned in the extract) that forces people to move away from rural areas. | (2x2) (4) |
| 3.1.5 | In a paragraph approximately EIGHT lines discuss why (according to figure 3.1A) urbanization is a right move to some people and a wrong move to others. | (8) |

SUGGESTED SOLUTIONS**ACTIVITY 1.1**

1.1.1	G	(1X1)	(1)
1.1.2	C	(1X1)	(1)
1.1.3	D	(1X1)	(1)
1.1.4	E	(1X1)	(1)
1.1.5	A	(1X1)	(1)
1.1.6	B	(1X1)	(1)
1.1.7	F	(1X1)	(1)
			[7]

ACTIVITY 1.2

1.2.1	1Rural settlement refers to farmstead, hamlet and villages where there is limited functions and services	(2x1)	(2)
1.2.2	Farming / Agriculture	(1x1)	(1)
1.2.3	Commercial	(1x1)	(1)
1.2.4	The size of the farm is large -There is a use of machines (tractor) - They farm to make a profit (Any two responses)	(2x2)	(4)
1.2.5	1.2.5 Commercial farming can create job opportunities and people in rural areas will have a buying power hence businesses will not shut down. Therefore, there will be no development of ghost settlements. Furthermore, food security will be ensured hence the need to import food will be reduced and poverty will be alleviated since there won't be any food shortages. They can also sell their produce locally, regionally and internationally thus contributing positively to the economy of the country. (Any four facts)	(4x2)	(8)
			[16]



ACTIVITY 2.1

2.1.1.	Aerial photograph is a photograph taken from	(2x1)	(2)
2.1.2	Residential area/ high income residential area	(2x1)	(2)
2.1.3	Natural • Water • Trees/forest Constructed • Road • Buildings/Houses	(4x1)	(4)
2.1.4	a) Vertical aerial photograph is a photograph taken from the aeroplane with the camera facing the directly towards the earth's surface at a 90° while oblique photograph is a photograph taken from an aeroplane an angle less than 90° . (2x2) 4 b) Advantages • Some features are clearly visible • The shadows are short and therefore they cannot obstruct other features • All roads can be clearly visible. Disadvantages • Vertical aerial photographs do not give a clear idea on the height and shape of the buildings since photograph only shows roofs.	(2x2)	(4)
			[12]

ACTIVITY 3.1

3.1.1	Rural depopulation is the decrease in the number of people living in rural areas	(2x1)	(2)
3.1.2	Rural urban migration	(1x1)	(1)
3.1.3	• There is no future population, no babies, young families to support the area. • The support industry, Insurance companies, grocery stores and malls will close down. • Doctors live no one to pay their bills • No one to deliver news papers (Any two answers)	(2x1)	(2)
3.1.4	• No entertainment can force young people to move to urban. • Poor housing in rural areas. • Natural disasters such as floods and drought can force farmers to move. • When there are Tribal wars, people can be forced to move. • Lack of higher institutions of learning such as universities. • Lack of clean water and proper sanitation (Any two answers)	(2x2)	(4)
3.1.5	Right move Some people are able to find employment in urban areas and some people are living in proper houses. Public transport is easily accessible to the people compared to rural areas. Wrong move Some people cannot find employment and end up living on the streets begging for money and food. While other people end up getting involved in criminal activities because of not getting employment. Some people end up getting using drugs and alcohol. Lastly as a result of house shortages some people end up living in informal settlements.	(4x2)	(8)
		[17]	



EXEMPLAR INVESTIGATION PROJECT

GRADE 8

NAME OF THE SCHOOL _____

DATE _____

DUE DATE _____

Third term

TOPIC: **Settlement**

Settlement- it is a Place where people live including buildings, economic activities and transport networks.

To enrich your geographical knowledge, you are required to conduct an investigation about any settlement that you are familiar with using the following guidelines

- Draw a sketch map of the settlement you are investigating
- Describe the settlement that you are investigating (include location and latitudinal and longitudinal co-ordinates)
- Describe different types of land use zones
- Identify specific features and name them on your sketch
- Define the term urbanization and discuss any THREE pull factors that can lead to urbanization in the settlement that you are investigating
- Discuss any TWO environmental issues and any THREE social issues in the settlement

50 MARKS

Conditions and instruction to learners

- The length of your research essay must be five (5) pages, excluding cover page
- You must use your own words as much as possible
- Do NOT share the content with your colleagues
- References must be provided at the end of your work
- Plagiarism is NOT allowed and learners will be penalized for such

Activities	Marks 50	Information Required
Cover page	2	• Name & Surname • Grade and Class • Educator's Name • Subject
Index	2	Research Topic • Numbers • Topics • Sub-topics • Page numbers
Mapping	10	• Map of the settlement • Map key/references • Names of features (labelling) Name of the settlement Location Co-ordinates
Introduction	5	
Description of land use zones	5x2=10	• Description of FIVE land use zones with their characteristics
Environmental and social issues	4+6=10	Description of environmental and social issues Description of social issues
Urbanisation and pull factors	2+6=8	
Bibliography	3	Include traceable websites

Task Research task Marking rubric grade 8**Year** _____**Marks 50 marks**

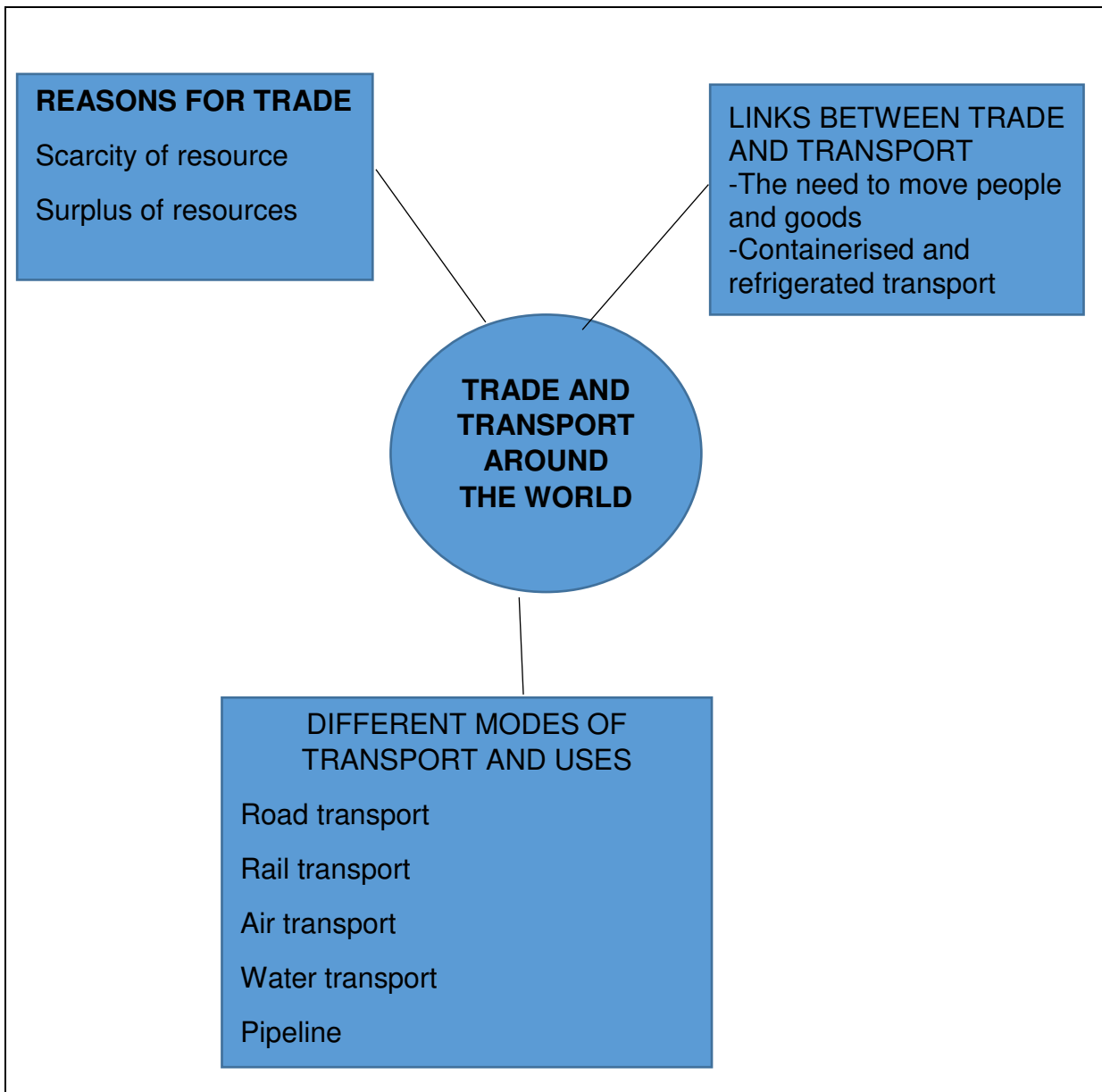
Cover page	1 Name and surname only	2 Name and surname . some relevant information				Teacher mark	Moderated mark
Index	1 Index not in a correct sequence	2 Index in a correct sequence					
Mapping	1-2 Irrelevant map No map references no other information	3-4 Map is relevant Few Features indicated No other information	5-6 Map is relevant More Features indicated Some map references indicated	7-8 Map is relevant More feature indicated More Map references available Features labelled correctly	9-10 Map is relevant More feature indicated More Map references available Features labelled correctly Standardized symbols used		
Introduction	1-2 Correct description of settlement No location No co-ordinates	3-4 Correct description Location/co- ordinates indicated	5 Correct description Location provided Co-ordinates provided				

Task Research task Marking rubric grade 8

Year _____

Marks 50 marks

Environmental issues	1-2 Only one environmental issue discussed One mark if only listed the environmental issue	3-4 Only two environmental issue discussed two mark if only listed the environmental issues				Teacher mark	Moderated mark
Social issues	1-2 Only one social issue is discussed One mark if only listed the issue	3-4 Only two social issues discussed Two marks if only listed the issues	5-6 Only three social issues discussed Three marks if only listed the issues				
Urbanization	1-2 For a concept description	3-4 Concept description One pull factor discussed	5-6 Concept description Two pull factor discussed	7-8 Concept description Three pull factor discussed			
Bibliography	1 Incorrect bibliography with no proper websites	2-3 Correct bibliography with traceable website					

TERM 4: TRADE AND TRANSPORT**4.1 TRADE AND TRANSPORT AROUND THE WORLD****GEOGRAPHY LESSON PLAN**

LESSON PLAN 1					
TOPIC: Transport and trade (Focus: South Africa and the world)					
Key Questions:					
- What is Trade and Transport - What is the link between Trade and Transport?					
TERM	4	WEEK	1-2	GRADE	8
DURATION	3 Hours	DATE			
SUB-TOPIC	Trade and Transport around the world - Reasons for trade - Links between trade and transport - Different modes of transport and their uses -Sea, Air ,road ,rail and pipelines.				

SPECIFIC AIMS	- Learners are curious about the world they live in. - Understand and work with the range of sources including Maps, Data, Graphs and Photographs. - Find out about places ,places ,events and issues using different sources e.g. books ,people, photographs ,the internet
SKILLS	- Identify and extract information from visual sources such as photographs - Draw maps, sketches, simple illustrations. - Write in a structured way - writing coherent sentences. - Provide reasoned explanations.
EAC	- Listening and speaking. - Reading and writing.

RELATED CONCEPTS/ TERMS/ VOCABULARY:

CONCEPT	DEFINITION
Trade	Exchange of goods and services
Transport	Carry of people or goods from one place to another
Surplus	An amount left over or more than you need
Raw materials	Natural products such as minerals or unprocessed agricultural products
Manufactured goods	Products that has been processed, often in a factory
Mode	A way in which something is done
Modes of transport	The way in which things are transported
Commodity	Something that is bought and sold
Consumer	Someone who buys goods and services
Markets	Opportunities for things to be sold
Port	A town or city with a harbour that load and unload freight
Harbour	The physical structures where ships dock and load or offload cargo
Transport network	Various transport routes that join different places together
Exchange	To give things and get things in return

PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE:

- Definition of trade and transport.
- Identification of goods that are traded.
- Suggest the types of trade.
- Identification of different continents of the world.

RESOURCES: Atlas showing maps of different routes, Pictures showing different modes of transport, newspaper, YouTube videos and graphs

ERRORS/ MISCONCEPTIONS/ PROBLEM AREAS: Problem in distinguishing modes and means of transport.
Failure to describe the relationship between transport and trade

METHODOLOGY

TEACHER ACTIVITIES	LEARNER ACTIVITIES
---------------------------	---------------------------

1.Introduction Use world map showing trade and transport links around the whole world. Present photographs that show the different means and modes of transport e.g. Road (buses), Rail (train), Air (aeroplane), Water (Ship). 2.Lesson presentation Lead in defining important terms related trade and transport. Direct the identification and discussion of reasons for trade. Discussing and analysing links between trade and trade and transport. Identifying and analysing different modes and means of transport used in South Africa and their uses. Advantages and disadvantages of different modes of transport. 3.Conclusion Question and answer on advantages and disadvantages of transport and functions of trade and transport. Summary of the link between trade and transport.	• Learners define different concepts provided by the teacher, • Explain the different functions and benefits of trade. • Discuss how dysfunctional transport infrastructure affect trade. • Using Atlases to identify transport and trade routes, ports and airports. • Compare and contrast different modes of transport in terms of USES, COST and TIME. • Discuss the advantages and disadvantages of different modes of transport • Answering question from Activity 1.
CURRICULUM DIFFERENTIATION	
TIER 1: (Learners at risk) Low order questions	
TIER 2: Average (Moderate) – Middle order questions	
TIER 3: Gifted (High flyers) – Higher order questions	
ASSESSMENT ACTIVITIES : Classwork Activity	
REFLECTION	

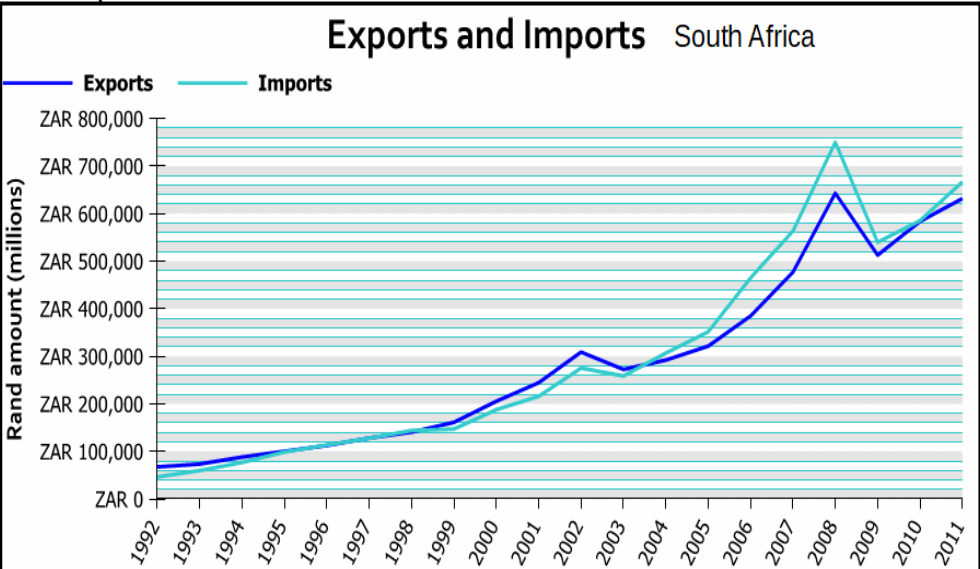
4.1.1 Reasons for Trade

Trade – An action of buying and selling goods and services

Transport – It is the carrying of people and goods from one point to the other by means of roads, rail, air, water

- To help people to get what they need and dispose their surplus. Trade can involve natural or manmade resources
- Lack of technology to produce goods in some regions influence trade with other regions.
- To solidify relationships between different countries (political reason)

Activity 4.1: Trade and transport

4.1	Study the Figure below showing the balance of trade between Imports and Exports from 1992 to 2011  By Discott - Own work, CC BY-SA 3.0, https://commons.wikimedia.org	
4.1.1	Define the terms Trade, Imports and Exports	3
4.1.2	In which periods on the graph, did South Africa's imports and exports generally went up?	2
4.1.3	In which TWO periods did South Africa's exports and imports sharply declined?	2
4.1.4	Using the graph identify the period in which Imports were higher than exports. Account for this kind of development in trade.	3
4.1.4	Is it acceptable in good trade to have more imports than exports? Support your answer with TWO explained reasons.	4
		14

4.1.2 Links between Trade and Transport

- People need transport to move goods between settlements
- Improved transport methods and systems such as refrigerated ships, trucks, oil pipelines and container transport has improved the world trade (increased imports and exports)

- Refrigerated transport keeps food fresh and limit the need for producers to be located close to the market.
- Transport in town enables people to travel to work. People therefore trade their labour for money but for this to happen, transport is needed.
- The invention of large container ships has made the cost of transporting goods between countries cheaper as more and bulk goods are moved.
- Transport improvements such as high-speed trains help to move people and goods more quickly.

Link between transport infrastructure and trade

- When a country has a well-developed and well maintained transport infrastructure, trade is effective and efficient
- The above improvements can lead to increased economic development.

Activity 4.2: Links between Trade and Transport

4.2	Answer questions based on the links between trade and transport	
4.2.1	Why do people in urban areas need to use transport more than people in rural areas?	2
4.2.2	Suggest THREE ways transport has made it easier for people to trade.	3
4.2.3	Explain how trade and transport make it possible for people in Johannesburg to eat fruits grown in Western Cape or meat from KwaZulu Natal throughout the year.	2
4.2.4	Discuss how dysfunctional transport infrastructure affect trade.	(2x2) (4)
TOTAL MARKS		11

4.1.3 Different modes of transport and uses

a) Road transport

- This refers to transportation of goods and personnel from one place to the other on roads. Road is a route between two destination
- There are different means of road transport that include, private cars, motorbikes, Trucks, Specialised vehicles like refrigerated trucks.
- Refrigerated trucks help in the transportation of perishable goods over long distances

Refrigerated truck	Heavy truck transpoting timber
--------------------	--------------------------------

	
Source: https://www.google.com/search?q=refrigerated+trucks	Source: https://www.google.com/search?q=heavy++trucks+for+timber

Figure 3.1 Examples Road transport means

- Most widely used mode of transport and used in most supply chains
- Construction of good roads have increased the number of vehicles transporting goods
-

b) Rail transport

- Rail transport is also known as train transport. It is **a means of transport, on vehicles which run on tracks. It also includes** passenger and goods services between settlements and regions
- This used to be the most important kind of land transport which helped in the development of the mining settlements of Kimberly and Johannesburg.
- South Africa's current rail network is the eleventh-largest in the world, this indicates that rail transport is very important in South's economy.
- Travels on heavy duty metal rails because they carry heavy and bulk goods. They use different types of energy e.g. coal, diesel and electricity.
- Due to improvement in technology fast trains like bullet trains have made movement to be faster and trade to grow.

Goods train	High Speed trains (Bullet trains)
	
Source: https://www.google.com/search?q=train+transporting+minerals	Source: https://www.google.com/search?q=high+speed

Figure 3.2: Examples of Rail transport

c) Sea/Water transport

- Is the transport of people (passengers) or goods (cargo) via waterways?
- It is the most widely used mode of transport internationally as goods are transported by ships around the world.
- The most common kind of ship is a container ship. Containers are large metal boxes in which goods can be safely stored and transported.
- Oil tankers are ships with large tank and carry large tonnes of liquids like oil, chemicals etc.

Container ship	Passenger ship
	
Source: <a data-bbox="121 1055 746 1088" href="https://www.google.com/search?q=container+ships&client,">https://www.google.com/search?q=container+ships&client,	Source: <a data-bbox="778 1055 1401 1088" href="https://www.google.com/search?q=passenger+ships">https://www.google.com/search?q=passenger+ships

Figure 3.3: Examples of Water transport

d) Air transport

- It is the movement of passengers and cargo by aircraft such as airplanes and helicopters.
- 90% of air transport is used to transport people and it is the quickest way of transporting people over long distances.
- Goods transported by air include light goods of high value e.g. jewellery, flowers and electronics, heavy goods like machines, cars, mining tools and livestock.
- Costs of transporting these goods increase according to weight and distance.
- This form of transport has remained a privilege of rich people due to high costs.

Passenger Aeroplanes	Aeroplanes transporting goods
----------------------	-------------------------------



Figure 3.4: Examples of Air transport

e) Pipeline

- It is a long pipe, typically ground or underground used for carrying crude oil, gas, etc. over long distances. They can also be built under the sea.
- pipeline transport is substantially cheaper than road and rail transport
- pipeline transport is much safer than rail and especially road transport
- In South Africa, petroleum products account for the majority of commercial pipeline traffic, followed by crude oil and natural gas.

Activity 4.3: Different modes of transport

4.3	Using Figures 3.1 to 3.4 given above, state the type of transport that can be used to transport the following goods	
4.3.1	a) Cars from Japan to South Africa b) Coal from Mpumalanga to Richards Bay c) Jewellery from London to Cape Town d) Petrol from Durban to Stanger.	(4x1) (4)
4.3.2	Study the figure below showing damaged roads due to flooding in KZN	



Figure 3.5: Damaged roads due to flooding in KZN

	Source: https://www.google.com/search?q=recently+damaged+roads+and+rail+in+South+Africa																	
	Explain how damaged roads like in Figure 3.5 affect trade and transport systems in South Africa.	2																
4.3.3	Copy the table below to conduct a traffic survey. Record how many of each kind of vehicles uses the busy road near to your school. Place: _____ Time of the day: (12 – 1pm) <table><tr><th>Car</th><th>Motor Bike</th><th>Taxi</th><th>Buckie</th><th>Bus</th><th>Truck</th><th>Specialised Truck</th><th>Others</th></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	Car	Motor Bike	Taxi	Buckie	Bus	Truck	Specialised Truck	Others									
Car	Motor Bike	Taxi	Buckie	Bus	Truck	Specialised Truck	Others											
	Write a paragraph to explain what the information you collected tells you about means of transport in your area. (Also identify the goods being transported).	8																
TOTAL MARKS		14																

GEOGRAPHY LESSON PLAN

LESSON PLAN 2					
TOPIC: Trade and transport in South Africa					
Key Questions					
What is a railway line, airport and harbour?					
TERM	4	WEEK	3-4	GRADE	8
DURATION	3 Hours	DATE			
SUB-TOPIC	Trade and transport in South Africa - Major roads, railways, airport and harbours in South Africa - Case study of a selected South African Harbour(Durban) - Reason for the location - Main exports and imports - Specialised ships such as container ships, Tankers, passenger liners, bulk carriers for specialised cargo				
SPECIFIC AIMS	- Learners are curious about the world they live in. - Understand and work with the range of sources including Maps, Data and Photographs. - Find out about places ,places ,events and issues using different sources e.g. books ,people, photographs ,the internet				
SKILLS	- Identify and extract information from visual sources such as photographs - Draw maps, sketches, simple illustrations. - Write in a structured way - writing coherent sentences. - Provide reasoned explanations.				
EAC	- Listening and speaking. - Reading and writing.				

RELATED CONCEPTS/ TERMS/ VOCABULARY:

CONCEPT	DEFINITION
Trade	Exchange of goods and services
Surplus	An amount left over or more than you need
Container ships	Ships that transport large metal containers
Shipping containers	Large metal boxes of standard size which can be loaded on specially designed trucks or ships
Infrastructure	Buildings, ports, roads, railway lines and airports buildings
Networks	Infrastructure system that connect places
Oil refineries	Large factories where crude oil is processed into various fuels
Commodity	Something that is bought and sold
Freight	Goods that are transported
Longevity	A length of time a product can stay fresh
Seasonal	Changing with the seasons
Port	A town or city with a harbour that load and unload freight
Harbour	The physical structures where ships dock and load or offload cargo
Terminal	Part of the harbour that specializes in one main function
Bulk export	Heavy resources
Break-bulk freight	Freight which needs to be transferred from one form of transport to another
Dual carriage freeways	Freeways with many lanes and a strong boundary in between lanes carrying traffic into two different directions
Commuters:	People who travel between work and home regularly, usually daily
Transport network	Various transport routes that join different places together
Public transport	Transport used by public
Transit	Carrying of people and goods from place to place
Articulated buses	Long buses with two sections
Traffic congestion	Traffic jam
Synchronized traffic lights	A different number of traffic lights along a road that are timed to change to keep the traffic moving
Rush hour	The times when most people travel to and from work and school
Subsidies	Help pay for something
Longevity	The length of time a product can stay fresh
Containerization	Transportation of goods in crates or containers by road or sea
Port	a town or a city with a harbour that loads and unloads freights.
Retail company	

Note: This word bank includes concepts that are not part of the Recovery Annual Teaching Plan (ATP). Use concepts that are part of the Recovery ATP.

PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE:

- Definition of Export and Import.
- Identification of goods that are traded.
- Suggest the types of trade.
- Identification of different continents of the world.

RESOURCES: Atlas showing maps of different routes, Pictures showing different modes of transport, newspaper, YouTube videos and graphs

ERRORS/ MISCONCEPTIONS/ PROBLEM AREAS: Problem in distinguishing modes and means of transport.

METHODOLOGY

TEACHER ACTIVITIES	LEARNER ACTIVITIES
1.Introduction • Use map of South African National roads, railway lines and airport. • Use pictures showing different modes of transport and their uses. 2.Lesson presentation • Use the map of South Africa that shows important transport links and transport centres. • The case study of a selected South Africa harbour will be used. • The table that states the advantages and disadvantages of road and rail transport. Conclusion • Ask the learners to complete activity and marks it with them in class.	• The learner's complete activity of Major roads, railways, airport and harbours in South Africa • Learners use a Case study of a selected South African Harbour(Durban) • Learners define different concepts provided by the educator.

CURRICULUM DIFFERENTIATION

TIER 1: (Learners at risk)

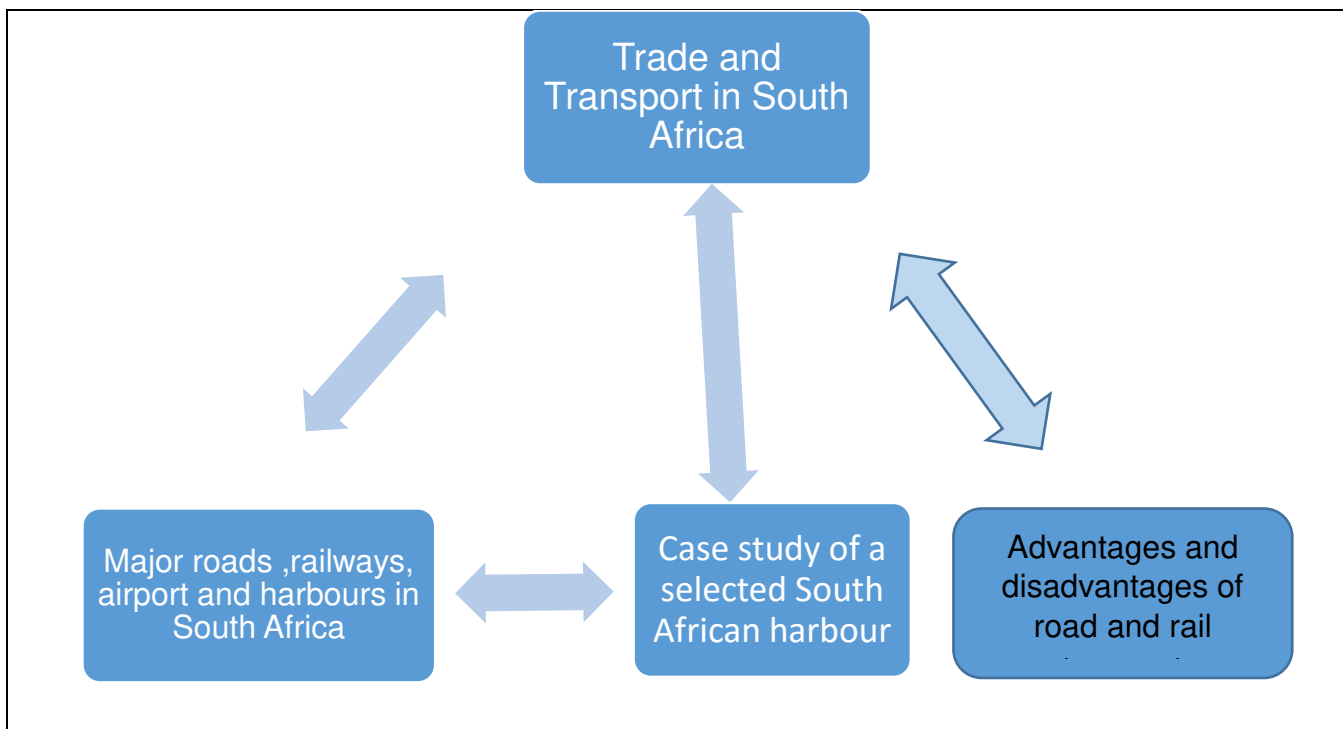
- 1.Name one South Africa`s largest port city
- 2.Name one mode of transport depicted on the case study.
- 3.Mention two other port cities that are important to South Africa

TIER 2: Average (Moderate)

1. Why was Richards Bay chosen as the site for South Africa's new harbour.
2. Name a commodity which a bulk cargo that is transported to Richards Bay
3. Why is it cost effective to transport iron ore by rail effectively from Rustenburg to Maputo?

TIER 3: Gifted (High flyers)

1. Name a commodity which a bulk cargo that is transported to Richards Bay
2. Explain 3 advantages of a harbour. (Motivate your answer)
3. Which places in South Africa have airport that handle at least 1 million passengers a year?

ASSESSMENT ACTIVITIES: Classwork Activity**REFLECTION****TRADE AND TRANSPORT IN SOUTH AFRICA****4.4.1 Major roads, railways, airports and harbours in South Africa**

“Transport is the heartbeat of South Africa’s economic growth and social development” This is the quote from South Africa’s Department of Transport summarizes the importance of transport networks in South Africa. The Department of transport is responsible for regulation of all transportation, civil aviation, shipping, freight and motor vehicles.

- **The airport Company South Africa limited (ACSA)** – It operates South Africa’s nine principal airport, providing airlines with world -class, secure infrastructure.
- **The South African Civil Aviation Authority (SACAA)** – It is in charge of all airlines activity in South Africa, such as aircraft safety and security, aviation security and air traffic control.

➤ **Transnet** – the biggest and most important freight transport company in South Africa. It has these operating division:

- **Transnet freight rail (freight rail division)**
- **Transnet rail engineering (the rolling stock maintenance business)**
- **Transnet national ports authority (fulfils the landlord function for South Africa's port system)**
- **Transnet port terminals (manages port and cargo terminal operations in the nation's leading ports)**

Harbours are natural places where ships can shelter from the weather. Ports are places that have amenities for loading and unloading goods and for storing them. All the ports made known on the map are ports - as are the airport. South Africa has major network of roads, railway, airport and harbours.

The network is influenced by the next factors:

- Population distribution:** transport networks are denser wherever there is higher population density.
- The location of economic activities:** Minerals and mining are not evenly distributed. For instance, in South Africa most manufacturing is based in Gauteng while mining areas are in the Northern part of the country.
- Settlement patterns:** South Africa has a few major urban settlements that make up most of the country's urban population and economic production.
- Physical factors:** some parts are too steep for railways or major roads. Large sections of the coastline on both the west and east coast are unsuitable for deep harbours. There are many wide river mouths and deep river valley along the Eastern Cape coast so the major roads parallel to the coast are further inland.

Activity 4.5: Study the map above and answer the questions below



FIGURE:4.5 Ports and transport routes in South Africa Source: copyright EvaluNet**ACTIVITY 5**

4.5.1.	Name one of South Africa`s largest port city	1 x1	1
4.5.2	Mention two other port cities that are important to South Africa	2 x 1	2
4.5.3	South Africa`s largest harbour, facilitates the change from one type of transport to another .What is the name for this specialized type of transport change	1 x1	1
4.5.4	Why was Richards Bay chosen as the site for South Africa`s new harbour	2 x1	2
4.5.5	Name a commodity which a bulk cargo that is transported to Richards Bay	1 x1	1
4.5.6	Explain 3 advantages of a harbour.(Motive your answer)	1x3	3
4.5.7	Why is it cost effective to transport iron ore by rail effectively from Rustenburg to Maputo?	2 x1	2
			12

Activity 4.6: Case study (South Africa`s Ports)

Study the case study below about a selected South African harbour and answer the questions that follow.

Requirements for future transport networks

South Africa has a modern and well-developed transport infrastructure. The transport sector **is regarded as a crucial engine for economic growth and social development**, and so the government has unveiled plans to further improve the country`s roads, railways and ports.

Ports

Major shipping lanes pass along the South African coastline. Approximately 96% of the country`s exports are conveyed by sea, and the eight commercial ports provide opportunity for trade between South Africa, its southern African partners and the rest of the world.

The Port of Ngqura was completed in 2006. Developed off the coast from Port Elizabeth in the Eastern Cape, Ngqura is the deepest container terminal in Africa, and it will play an important part in developing this area.

There are plans to turn the old Durban International Airport into a dugout port by Transnet by 2019. Roads

South Africa`s total road network is about 747 000 km, the longest network of roads of any African country, and the roads are generally in a good condition.

A multi-billion-rand freeway improvement scheme has significantly eased congestion on the roads in Gauteng, the country`s busiest province.

S`hamba Sonke ("walking together") is a labour intensive road maintenance programme, with projects run by the provinces to upgrade and repair roads in rural areas. South Africa`s Public Transport Strategy plans to integrate rail, taxi and bus services in co-operation with private operators, to improve public transport.

<https://www.brandsouthafrica.com/investments-immigration/business/economy/infrastructure/south-africas-transport-network>

--

Using case study above answer the following questions on South Africa's ports

4.6.1	Name one mode of transport depicted on the case study.	1 x1	1
4.6.2	De/define the term export.	2 x1	2
4.6.3	Approximately how many South African ports that trade with rest of the world?	1 x1	1
4.6.4	Which port is regarded as the deepest ?	1 x1	1
4.6.5	Briefly explain why South African government can improve public transport?	3 x1	3
			8

4.7. Advantages and disadvantages of road and rail transport

The following tables show the advantages and disadvantages of rail and road transport.

ROAD TRANSPORT	
Advantages	Disadvantages
- Flexibility – door to door services - Speed can be an important consideration - Use of extensive road --networks - Easy to monitor the location of goods	- Can cause traffic congestion - Relatively expensive over short distances - Cause air and noise pollution - More accidents - Only used on land

RAIL TRANSPORT	
Advantages	Disadvantages
Unit of transport cost is low – cheaper over long distances Electric transport reduces air pollution	- Not flexible – can only travel on specified routes between fixed terminals, and cannot stop at intermediary points - Cannot provide door to door services

Activity 4.3: Case Study of Metrorail

Read the Metrorail article below and answer the questions.

Metro Rail is a Mass Rapid Transport System (MRTS). It is a convenient, fast, efficient, reliable, modern, user friendly, comfortable, safe and affordable mode of urban transport. It is **safe** and eco-friendly. It is electric and requires only 1/5th energy per passenger km compared to road based transport systems.

City of Cape Town intends to take over Metrorail: 12 October 2017 13:36, by William Yode

4.7.1	Who subsidises metro rail	1x1	1
-------	---------------------------	-----	---

4.7.2	Why is the Metrorail a significant mode of transport in South Africa?	1x1	1
4.7.3	Do you agree with <i>William Yode</i> who states that the Metrorail is safe, explain your response.	2x1	2
4.7.4	State 3 disadvantages that the people using this mode of transport face.	3x1	3
4.7.5	Explain why using rail transport may require double the amount of loading and unloading of goods.	2x1	2
4.7.6	Explain why in some countries more goods are being transported by rail and more people are choosing to use rail transport.	2x1	2
			11

GEOGRAPHY LESSON PLAN

LESSON PLAN 3					
TOPIC: Transport and trade (Focus: South Africa and the world)					
Key Questions: What are the different forms of private and public transport. What transport issues are commonly found in urban areas What are the strategies of solving transport issues?					
Diagnostic Report: : Misunderstanding of public and private transport when it comes to mini-bus taxis.					
TERM	4	WEEK	5-6	GRADE	8
DURATION	5 Hours	DATE			
SUB-TOPIC	People and transport in urban areas - Public transport systems in urban areas - Private modes of transport - Transport issues. - Public transit strategies				
SPECIFIC AIMS	- Understand the interaction between society and the natural environment - Think independently and support their ideas with sound knowledge - Understand and work with a range of sources – including maps, data and photographs				
SKILLS	- Identify and extract information from visual sources such as Graphs and photographs - work with data and statistics in the form of graphs, tables and diagrams - use geographical knowledge to solve problems. - Provide reasoned explanations.				
EAC	- Listening and speaking. - Reading and writing.				

RELATED CONCEPTS/ TERMS/ VOCABULARY:	
CONCEPT	DEFINITION
Spoiling	Going bad or rotting
Labour	Work
Container ships	Ships that transport large metal containers
Shipping containers	Large metal boxes of standard size which can be loaded on specially designed trucks or ships
Infrastructure	Buildings, ports, roads, railway lines and airports buildings
Networks	Infrastructure system that connect places
Bulk export	Heavy resources
Transport Infrastructure	Infrastructure set up in a country for transport like Highways and Railways.
Taxi recapitalization program	A program in which the SA government is offering to pay taxi drivers to scrap their old, unsafe and polluting vehicles to regulate the taxi fleet.
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE:	
• Definition of Public transport. • Advantages and disadvantages of road and rail transport. • Identification of different types of public transport. • Effects of natural disasters on transport infrastructure.	
RESOURCES: Textbooks, Photographs of damaged infrastructure, Maps, Atlas showing maps of different routes, Pictures showing different transport issues, newspaper, YouTube videos and graphs.	
ERRORS/ MISCONCEPTIONS/ PROBLEM AREAS: Misunderstanding of public and private transport when it comes to mini-bus taxis.	
METHODOLOGY	
TEACHER ACTIVITIES	LEARNER ACTIVITIES

1.Introduction • Introduction of the broad concept of people and transport in urban areas. • Discuss Why transport issues are more visible than rural areas. • Divide learners into discussion groups and monitoring progress of learner discussions. 2.Lesson presentation • Different public and private transport means and systems. • Explaining general characteristics public and private transport system. • Outlining the different transport issues and attempt to raise some possible solutions. • Describing the characteristics and effects of air pollution and traffic congestion • Discuss the different strategies that can be used to solve problems associated with public transit. 3.Conclusion • Use of Question and answer method to sum up the lesson. • Selected candidates briefly summarise important points that they have learnt. • The teacher broadly points to important aspects and assign learners to tasks.	- Defining important terms provided by the teacher - Identify the advantages and disadvantages of using public buses and commuter trains in towns and cities. Presentation by group leaders on the challenges facing the use of buses and commuter trains - Identifying the different means of private transport and discussion the feasibility of using these means in South African towns and Cities. - Identification and analysis of transport issues and possible sustainable strategies - Group discussions on Public transit strategies commenting on problems encountered.
CURRICULUM DIFFERENTIATION	
TIER 1: (Learners at risk) Working with Low order questions	
TIER 2: Average (Moderate) – Working with low and middle order questions	
TIER 3: Gifted (High flyers) – Working with both low, middle and higher order questions.	
ASSESSMENT ACTIVITIES: Class work Activity Homework	
REFLECTION:	

4.8.1. Public transport systems in urban areas (such as buses and trains)

- This refers to transport commonly used by members of the public e.g. buses, trains, taxis.
- These can be privately owned or state owned. However, the construction and maintenance of the related infrastructure is the responsibility of the government branches.

- **Commuter trains in cities**

- This is the main form of transport in many of South Africa's big cities like Johannesburg, Pretoria, Cape Town, Durban etc.
- It assists in the movement of many commuters and is the cheapest form of transport.
- There is a decline in rail transport use due to aging of infrastructure, vandalism, emergence of fast and convenient means like Uber and bolt.

Buses

- This include all public buses and are cheaper than private transport. In normal situations they are convenient to use as they run on set routes and schedules.
- Mini bus taxis are often considered as public transport but they are regarded as private transport.
- South Africa has introduced the Bus Rapid System (BRT) in big systems like Johannesburg, Pretoria, Cape Town. This system is regarded as cheaper quickly moves people.
- The system is also linked with the rail system and many bus routes are linked with railway stations.

Teacher: Use the case study of **Johannesburg's Rea Vaya Bus Transit System** to increase the learner's understanding of functions and advantages of public transport in towns and cities.

4.8.2. Private modes of transport

- Mostly refers to transport owned and used by individuals. Examples include: Mini Bus Taxis, cars, motor bikes and bicycles.

Cars and Bicycles

- Modern city development was shaped by roads and car development, people with private cars could live far away from their work places causing cities to expand outwards (urban sprawl).
- Many people prefer to use cars in urban areas because they are more flexible.
- They do not use fixed routes and can offer door-to-door services e.g. one family car can take children to school and to work and pass through the shops in one trip.
- As more and more people, own cars road traffic on roads increases causing a serious problem of traffic congestion.
- Bicycles were used in old days but for most modern cities especially in developed countries, bicycles are now being used as a way to reducing traffic congestion and air pollution.
- This requires the development of bicycle lanes and parking to them safe to use.

Teacher: Discuss and expose learners to advantages and disadvantages of bicycles in dealing with urban problems like traffic congestion, air pollution and how bicycles can increase people's health fitness.

Mini-bus taxis

- Most popular, affordable, flexible and accessible form of transport to the public. They regarded as public transport as they carry members of the public.
- They are grouped under private transport because they are privately owned.
- Some of their advantages include flexibility, door to door services, pick and drop, affordable, found almost in many parts of South Africa and are quicker than buses.
- However, their disadvantages include their fares being more expensive than any other mode of transport. Old and unmaintained are unsafe while careless drivers increase chances of accidents.

4.8.3. Transport issues

These are the problems associated with transport in South Africa. These include cost of transport for commuters, traffic congestion and pollution.

1) Cost for commuters

- Increasing fuel prices and increasing maintenance costs have forced owners to raise transport fares. This makes it difficult for people to go to work and earn a living.
- Potholes, poorly maintained roads increase damage of cars leading to increased costs to commuters and car owners.
- Increased toll fees push transport fares up for commuters.

2) Traffic Congestion

- It is increase and overcrowding of vehicles leading to slower speeds, longer trip times, and long vehicle queues **OR**
- Too many cars crowded on roads
- Traffic peak hours in morning, afternoon and evening also lead to traffic congestion. For example, school opening and closing hours cause traffic congestion.
- Increase in car ownership, poor planning of roads and construction of narrow roads, poor public transport services can cause traffic congestion.
- Traffic congestion wastes personal and business time, cause road rage (fighting of drivers), cause stress, waste fuel, causes more air and noise pollution.
- All these problems reduce productivity and economic growth.

Solutions for reducing or solving traffic congestion

- Using synchronised traffic lights
- Use of traffic circles
- Use of one-way traffic lanes
- Establishing special bus lanes

- Car pooling
- Increasing traffic lanes, fly over bridges

Teacher: Practice discussing the above solutions in groups

3) Pollution (Air pollution)

It is the increase in harmful substances in the air leading to poisonous effects on people and animals.

- Exhaust fumes from vehicles cause air pollution. Fumes contain harmful substances like carbon monoxide and sulphur dioxide.
- Harmful chemicals in air cause respiratory problems, which cause diseases e.g. lung illnesses like asthma and bronchitis.
- Air pollution can lead to the damage of the ozone layer leading to global warming
- More vehicles cause noise pollution to increase.

Activity 9: Traffic Congestion Activity - Transport Project

Traffic congestion is a serious problem in most urban areas. Answer the following questions using the Figure below.

4.9	Study the photograph below in Figure 3.6		
	Figure 4.2: Traffic Congestion Source: https://www.iol.co.za/motoring/industry-news/chilling-facts-about-joburg-traffic-1092019		
4.9.1	Define the term traffic congestion.	1	
4.9.2	List what you think are the 2 worst <u>problems</u> caused by increased traffic in urban areas.	2	
4.9.3	Illustrate one of these problems by means of drawing a diagram or pasting a photograph below.	2	
4.9.4	There are many reasons for the traffic problems in our cities. The main reason is simply too many cars.	(2x2)	(4)

	Identify and explain TWO other <u>causes</u> of traffic congestion in urban areas.	
4.9.5	Discuss two ways in which traffic problems in urban areas can be solved.	(2x2) (4)
4.9.6	Draw/create a poster to discourage motorists from taking their cars into city centres. On your poster: • Write the title of the poster • Show bad/negative effects of traffic congestion in cities/town centres • Show the other types of transport that can be used to reduce traffic congestion	(2x2) (4) (1x1)(1)
TOTAL MARKS		18

4.10. Public transit strategies

These are solutions or management plans that can be used to improve public transport systems. Different towns and cities have come up with different strategies to deal with transport issues e.g.

- **Rapid Transport Systems (RTS)**- these systems include various integrated improvements that increase the speed, capacity, and quality of public-based transit services e.g. Gautrain Rapid Rail Link.
- **Car free zones** – These are specified areas where cars are not allowed to enter. This increases pedestrian safety and lowers air pollution in these areas.
- **Special bus and Cycle lanes** – these are travelling lanes meant for only buses and bicycles separately. This reduces traffic congestion as public attract more private motorists. It also reduces air pollution.
- **Park and ride systems** – motorists park their private vehicles and ride public transport into town. This is made up of parking facilities along transport routes especially at the urban periphery or outskirts. This reduces traffic congestion on roads and pressure on parking spaces in the city centre
- **Subsidised public transport system** – to subsidise is to pay part of the cost of producing something to keep the selling price low - the government subsidizes public transport to keep the fares affordable or low. Subsidised public transport is meant to reduce traffic congestion and carbon emissions.

Activity 10: Public Transit Strategies

Answer the following questions based on Public Transit Strategies

4.10.1	Besides Park and ride facilities, name any other TWO public transit strategies	2
4.10.2	Explain what a park and ride scheme is and how it encourages commuters to use public transport.	(2+2) (4)
4.10.3	Discuss TWO main reasons for planners deciding to build the Gautrain Rapid Rail link	(2x2) (4)
TOTAL Marks		10



MARKING GUIDELINES

4.1.1	- Trade--- An action of buying and selling goods and services - Import- A commodity, article, or service brought in from abroad for sale - Export- Goods and services sent to another country for sale	1x3	3
4.1.2	Periods Between 2007 & 2008	2x1	2
4.1.3	Periods between 2003 and 2004	2x1	2
4.1.4	Periods between 2002 and 2004. This is referred to negative trade balance, when imports exceed export	1x3	3
4.1.4	No, this is unacceptable, it means you rely on other countries goods and thereby failing to manufacture own products	2x2	4
TOTAL MARKS			14

4.2.1	They transport people to get to their workplaces while in rural areas most don't have jobs	2x1	2
4.2.2	-Transport has made it easier for people to move goods across settlements - Transport move goods more quickly -Limits the need for people to be closer to market (Any other relevant response)	1x3	3
4.2.3	- Refrigerated transport keeps fruits from western Cape fresh as well as meat from KZN fresh so that they can be distributed across the country throughout the year - People of Johannesburg eat fruit that is transported on road from Western Cape. - Meat from KwaZulu Natal to Johannesburg is transported on road.	2x1	2
4.2.4	- When transport infrastructure is dysfunctional, trade is ineffective and inefficient. - Damaged roads cause a delay in goods transportation. - Damaged/ destroyed railway lines hinders transportation of goods and services on rails	2x2	4
TOTAL MARKS			11

4.3	Using Figures 3.1 to 3.4 given above, state the type of transport that can be used to transport the following goods	
4.3.1	a) Water Transport b) Rail transport c) Air transport	(4x1) (4)

	d) Road transport	
4.3.2	There will be shortage of goods in certain areas Delivery of goods and services will be delayed leading to less production. Disturbance in the movement of people	2 6

Assessment rubric for question 4.3.3

LEVELS	DESCRIPTION	MARKS
Level 1	Cannot extract evidence or extracts evidence from survey in a very basic way. Uses evidence only partially to answer the question or cannot answer question	1-3
Level 2	Extracts evidence from survey results that is mostly relevant and relates to some extent to the question. Uses evidence from the survey in a satisfactory way.	4-6
Level 3	Extracts evidence from survey that relates well to the question. Uses evidence from survey very effectively in an organised paragraph that shows a clear understanding of the topic.	7-8
TOTAL MARKS		14

4.5.1.	Durban	1x1	1
4.5.2	- Richards bay - East London - Port Elizabeth - Cape town - Saldanha (Any of the above responses)	2x1	2
4.5.3	Break of Bulk	(1x1)	1
4.5.4	- The large lagoon - The ease of dredging - Direct link with the national railway network - Richards bay was an adjacent town to Empangeni - To stimulate initial development and an ample fresh water (Any of the above responses)	2x1	2
4.5.5	Coal or steel	1x1	1
4.5.6	- It easier to receive import and to export bulky commodities. - Provide anchorage for ships - Becomes an attraction for heavy industries and promote investments	3x1	3
4.5.7	Rail can carry bulky commodities	2x1	2

	Rail transport is more reliable with less chances of accidents.		
TOTAL MARKS			12

4.6.1	- Road transport - Railway transport - Sea transport (any of the mentioned responses)	1x1	1
4.6.2	Export are goods and services sold to other countries	2x1	2
4.6.3	96%	1x1	1
4.6.4	Ngqura	1x1	1
4.6.5	- South Africa's Public Transport Strategy plans to integrate rail, taxi and bus services in co-operation with private operators, to improve public transport. - A multi-billion-rand freeway improvement scheme has significantly eased congestion on the roads in Gauteng, the country's busiest province - There are plans to turn the old Durban International Airport into a dug-out port by Transnet by 2019.	3x1	3
TOTAL MARKS			8

4.7.1	SA government	1x1	1
4.7.2	Safe, user friendly, cheap and efficient	1x1	1
4.7.3	Yes, because the rail transport does not have traffic congestion while road transport has lot of traffic congestion which can lead to greater chances of accidents	2x1	2
4.7.4	- Noisy - Slow - Follow fixed routes	3x1	3
4.7.5	Used for bulky commodities	1x2	2
4.7.6	Railway transport is cheaper compared to road transport	2x1	2
	Total Marks		11

4.8		
4.8.1	- It is increase and overcrowding of vehicles leading to slower speeds, longer trip times, and long vehicle queues OR - Too many cars crowded on roads	1
4.8.2	- Increase in noise and air pollution - wastes personal and business time - cause road rage (fighting of drivers) - cause stress - waste fuel (Accept any TWO)	2
4.8.3	Photograph or diagram should show any problem caused by traffic congestion	2
4.8.4	- school opening and closing hours - Increase in car ownership, - poor planning of roads and construction of narrow roads, - poor public transport services (Accept TWO explained reasons, Stated reasons should be given ONE mark each)	(2x2) (4)
4.8.5	Discuss two ways in which traffic problems in urban areas can be solved. - Using synchronised traffic lights - Use of traffic circles - Use of one-way traffic lanes - Establishing special bus lanes - Car pooling - Increasing traffic lanes, fly over bridges (Accept any TWO discussed reasons)	(2x2) (4)
4.8.6	Check if the poster is relevant to the descriptions below - Title of the poster – 1 mark - Show bad/negative effects of traffic congestion in cities - 2 - Show the 2 other types of transport that can be used to reduce traffic congestion - 2	(1+ 4) (5)
TOTAL MARKS		18

4.9		
4.9.1	- Car free zones - Park and ride systems - Subsidised public transport system - Rapid Transport Systems (Accept any TWO)	2
4.9.2	- motorists park their private vehicles and ride public transport into town. - Parking facilities along transport routes especially at the urban periphery or outskirts are free of charge. This reduces traffic congestion on roads	(2+2) (4)
4.9.3	- these systems increase the speed, capacity, and quality of public-based transit services - It makes it easier for Government to subsidise public transport - To provide affordable and efficient transport means especially for middle and low income people Accept any TWO	(2x2) (4)
TOTAL Marks		10

HISTORY SECTION

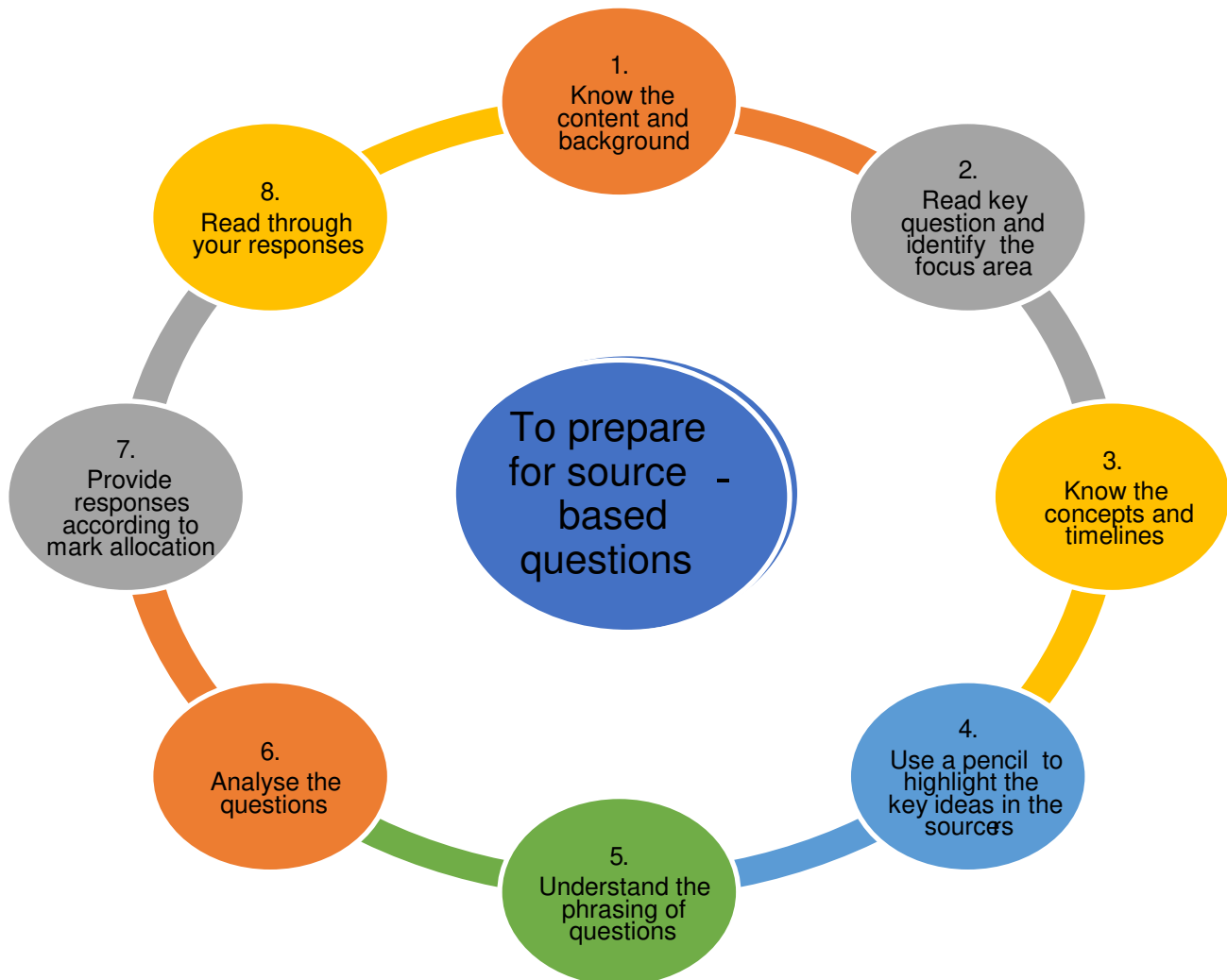
ASSESSING SOURCE-BASED QUESTIONS IN GRADE 8

In the assessment of learners' ability to work with historical sources, the cognitive levels, the associated historical skills and the weighting of questions across grades must be taken into account. An elaboration is contained in the following table.

COGNITIVE LEVELS	HISTORICAL SKILLS	QUESTION VERBS	
LEVEL 1 30% [15] 1x1; 2x1, 1x2, 3x1	- Extract evidence from sources. - Selection and organization of relevant information from sources. - Define historical concepts	- According to the source - List - Identify - Quote - State - Name - Give	What information in the source tells you about....? Quote two reasons from the source....? - What do you understand by the term.....? - Definition of concept or historical terms
LEVEL 2 50% [25] 1x2 2x2	These questions require learners to interpret information in the source and not to extract information directly from the source. - Explanation of historical concepts/terms (in the context of...) - Interpretation of evidence from sources. - Explain information gathered from sources. - Analyse evidence from sources.	- Explain - Comment on. - Explain ... in the context... - What messages	- Explain - Use the source and your own knowledge - What do you think? - What messages are conveyed....?
LEVEL 3 20% [10] 1x2 2x2	- Interpret and evaluate evidence from sources. - Engage with sources to determine its usefulness, reliability, bias and limitations. - Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions. - Interpretation, evaluation and synthesis of evidence from the relevant sources (paragraph writing)	- Compare, - Contrast, - Comment on..., - Justify... - Explain the usefulness, limitations,	- Explain to what extent the evidence in source 1A.....? Compare the evidence in Source 1A and 1B....? - Comment on the usefulness/reliability/limitations of the information in source 1B....?

HOW TO PREPARE FOR SOURCE-BASED QUESTIONS

When preparing for source-based questions remember the following



1. HOW TO ANSWER SOURCE-BASED QUESTIONS



Remember!!

key question provides the focus of the content in the sources.
It will also be asked as the **paragraph question**
Make **brief notes** about each source you could include in the paragraph.



1. The source will be labelled e.g. Source 1C



2. The source will be **contextualized**- it will indicate **what** the source is about, **why** it was written, **who** wrote (owner of) the source, **when** it was written and **where** the event took place.

3. Read the source with understanding.



4. Highlight concepts / terms. In this source e.g. communism/amnesty

2. Mark Allocation

- The **mark allocation** will indicate how much information you are required to provide in your response.
- Your responses should be clear, concise and be guided by the mark allocation.

	(2 x 1) (2)	Write 2 short responses from the source (extraction of information)	Response 1...✓ Response 2...✓✓
	(1 x 2) (2)	Write 1 complex response e.g., definitions or explanations	Response 1...✓✓
	(2 x 2) (4)	Write 2 complex responses Interpretation / explanation	Response 1...✓✓ Response 2...✓✓

3. Skills in Answering Source-Based Questions

RELIABLE

The following questions will help you to answer a question on reliability ...

- What type of source is it? (Is it a primary or secondary source?)
- Who created the source? (Author)
- When was it created? (Date)
- Why was it produced? (Purpose)
- Where was it produced?

WHAT MAKES A SOURCE UNRELIABLE?

- A biased source only gives that person's perspective on the event in question.
- If a source contains a lot of emotional language
- If there is a hint that it might be exaggerated.

USEFUL

The following questions will help you to answer a question on usefulness...

- What does the source tell you?
- (Validity) ○ Who created the source? ○ When was it created? (Date) ○ Look at the purpose – is it informative (fact) or opinionated is the source positive or negative? (Bias)
- Do you agree with what the source is showing?
- Would it be 'typical' at the time? (Relevance)
- What does the source not show us that we need to know? (Limitations)
- Can you relate this source to another? (Corroboration)

GUIDELINES ON ASCERTAINING THE RELIABILITY OF A SOURCE

Remember: No source is 100% reliable

- A source is likely to be more reliable if it was created at the time of an event in question (primary source that gives first-hand information).
- Sources created by people who were directly involved in an event can be more reliable
- These sources will usually be biased but they show us how a key role-player experienced the event in question.
- Sources written by historians are also considered more reliable, however, be aware of the context in which they were written (e.g., is the historian biased?)
- Sources written by historians are also considered more reliable, however, be aware of the context in which they were written (e.g., is the historian biased?)

WHAT ARE THE LIMITATIONS OF A SOURCE

- One sided view
- Bias
- Facts are deliberately omitted/exaggerated
- Propaganda

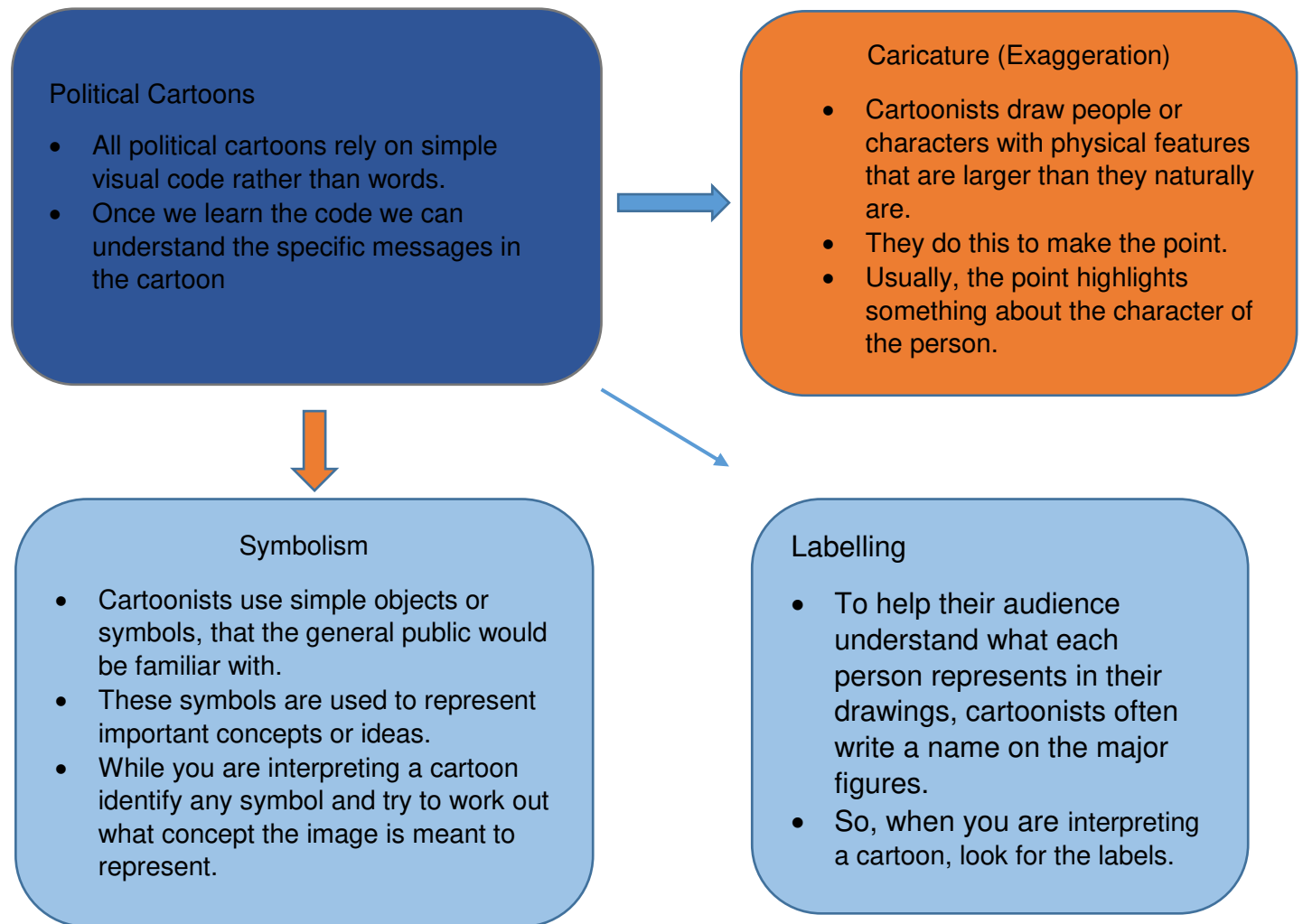


BIAS

Bias is when the creator's perspective is so strongly for or against something that the information in the source is clearly unbalanced or prejudiced. All sources contain some degree of bias, but it is not always possible to detect it.

How do I detect bias in a source?

- Look for times in a source where any of the following happen: o
- When describing people or events, the language is too positive and does not admit anything negative
- When describing people or events, the language is too negative and does not admit anything positive
- The source fails to mention very important information of which you are aware
- The source provides clearly incorrect information



MESSAGES



What messages ...

- To answer these questions, you are required to explain and /or clarify information in a source, i.e. interpret the message that the creator is trying to expose.
- In some instances, you could be asked to expose the creator's message by using evidence to substantiate your response.
- In the case of visual source (cartoon, poster or photograph), you will have to explain what you see in the picture- literal meaning, as well as the symbolic meaning of what you see- the figurative meaning.

COMPARING SOURCES

Comparing information from different sources: When you are asked to compare information from sources, whether it be similar or differences, you are expected to gather information from both sources which correspond or differ to each other.

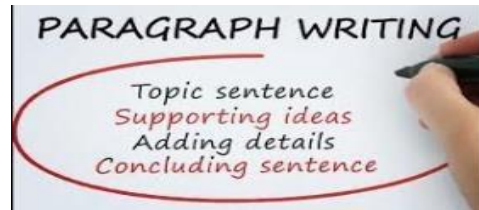
- For example, you will say "Source A says..." and Source B confirms this by saying...

The mark allocation will be as follows:

Source A say...

Source B confirms this by saying...

Remember, it is important that you find a link in both sources to compare. If the mark allocation is (2x2) (4) then you compare by providing TWO comparing responses



- Remember to write only ONE paragraph
- A paragraph question will always instruct you to use the information in the relevant sources, as well as your own knowledge to write a paragraph.
- This means that you read and analyse the sources and see what information/evidence they give you regarding the key question.

History Essay Writing Frame

This writing frame will assist you to structure your responses to the Essay Questions

Question: (Write the Essay Question in the space below)
Underline the Key 'instruction' words? o Any terms/names/dates need explaining.

Introduction: (Write your introduction below) Your introduction should respond directly to the question posed.

PARAGRAPH 1:

(A) First sentence of first paragraph (Point) Check: Have you made your key point?)

(B) Development/explanation of point? (Explanation)

(C) Evidence to support your argument? (Evidence/Elaboration)

- 1.
- 2.
- 3.

(D) Check: Have you referred back to the question/linked the point explicitly to the question? YES?
NO

(E) Link to the Line of argument (Link)

CONCLUSION:

This essay writing frame can be used for structuring any History essay.
Use it with the paragraph structuring frame (Point > Explain >Example >Link) and guidelines for writing introductions and conclusions.

Learners can adapt this frame to include as many paragraphs as they need.

2. SOCIAL SCIENCES: LESSON PLAN

DISCIPLINE: Geography ☐						History: ☒					
TOPIC: 1. The Industrial Revolution in Britain and Southern Africa from 1860											
DIAGNOSTIC REPORT: Definition of concepts; Interpretation of information from sources; Comparison of evidence from sources and Paragraph Writing											
Key Questions: How did the Industrial Revolution change the lives of the British people in 1860?											
What is a Revolution? (Introduction) How did the Slave Trade make Britain wealthy? (Prior Knowledge) What is the Industrial Revolution? (In detail) What was the economy like before the Industrial Revolution? (Introduction) What were the Social changes that were brought about by Industrial Revolution? (In detail)											
LESSON 1											
TERM	1				WEEK	1		GRADE	8		
DURATION	3 hours				DATE						
SUB-TOPIC	Changes during the Industrial Revolution in Britain										
1 Hour	- Wealth from slave trade (Prior Knowledge) - The economy before the Industrial Revolution (Introduction) What was the Industrial Revolution? Social Changes during the Industrial revolution ❖ Urbanisation and changing living conditions										
1 Hour	❖ The Mines and factories: Child Labour in Mills and Mines										
1 Hour	❖ Paragraph Writing Skills										
SPECIFIC AIMS	Debating about what happened in the past on the basis of available evidence										
SKILLS	1. Finding a variety of kinds of information about the past. 2. Selecting relevant information.										
EAC	- Listening and Speaking - Reading and Viewing - Writing and Presenting										
RELATED CONCEPTS/ TERMS/ VOCABULARY: Slave trade, Revolution, Industrial Revolution, Urbanisation, Child Labour, Trade Unionism											

PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE:

1. Trans-Atlantic slave trade
2. Impact of slave trade on different economies.
3. The beginning of the Industrial Revolution in the 1700's

RESOURCES:

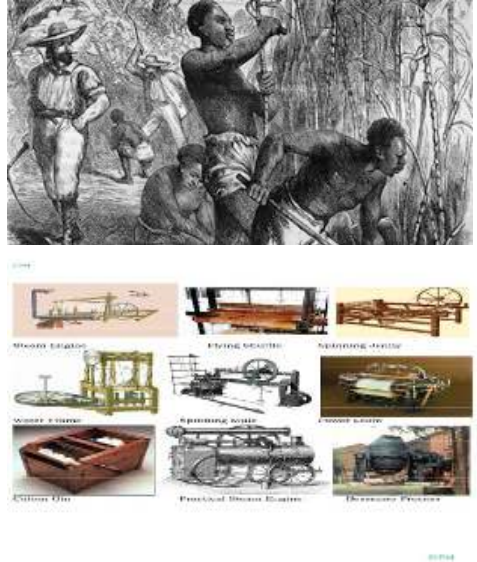
<https://drive.google.com/drive/folders/1OGVOFzCKFTAfgRPrGzglerzSL4FGFW1m>

<https://youtu.be/aeeXg3TJVOI>

Textbook, Visual and Textual Sources, Resource documents

ERRORS/ MISCONCEPTIONS/ PROBLEM AREAS:

METHODOLOGY

DAY	TEACHER ACTIVITIES	LEARNER ACTIVITIES
1	Teacher will do the following: • Introduce the lesson • Provide prior knowledge on the topic • Ask questions like: ❖ What is slavery? ❖ How did slavery contribute to improved economy in countries where it was practised? ❖ What do you understand about by the term revolution? • Prepare chalkboard summary on the sub-topics. ❖ What was the Industrial Revolution? ❖ Social Changes during the Industrial revolution: Urbanisation and changing living conditions <i>Refer to Notes</i> • Teach and facilitate class discussion • Provide clarity on challenging items. Develop and administer a Homework activity on the Key Question: HOW DID THE INDUSTRIAL REVOLUTION BEGIN IN BRITAIN IN THE 19TH CENTURY?	Learners will: • Participate in the class discussion on their understanding of Slavery and the Revolution. Consult the following sources and discuss their understanding:  ❖ Learners will be given Sources to read thoroughly and highlight all the key points as a classwork activity.

		❖ They will write the source-based questions as homework (without the paragraph)
2	The teacher will do the following: ❖ Conduct Peer assessment on the homework given. ❖ Identify all errors and remediate them ❖ Introduce the new topic ● The Mines and factories: Child labour in mills and mines. ❖ Ask learners what they understand by Child Labour? ❖ Provide learners with sources on Child Labour that will foster discussions. ❖ How does child labour violate Children's rights? ❖ Refer learners to their notes while teaching and facilitating discussions.	❖ Learners will participate in the peer assessment ❖ Write remedial work. ❖ Participate in the classroom discussion ❖ Refer to the source and discuss their understanding of what the source is about.  <i>The image of a Child in a factory</i> They will underline key points in the Notes.
3	Paragraph writing skills The teacher will teach learners the following : ❖ How to do question analysis by using a number of key questions or paragraph questions. ❖ How to select relevant sources from the Learner Activity to respond to a paragraph question. ❖ A classwork will be given where they will show the skills learnt by using the following question . <i>Use the relevant sources and your own knowledge to write a paragraph of about 8 lines explaining the impact of the industrial revolution on children of Britain.</i>	❖ Learners will be given questions to do underline key words ❖ They will read through their Sources and with the help of the teacher, identify the ones that can be used to answer the paragraph question. ❖ They will do a question analysis on this topic <i>Use the relevant sources and your own knowledge to write a paragraph of about 8 lines explaining the impact of the industrial revolution on children of Britain.</i>

		❖ Select relevant information from the sources that they can use to respond to the question.
CURRICULUM DIFFERENTIATION		
TIER 1: (Learners at risk) They will highlight all the key words and important points on the Notes Give simpler meanings to difficult words in Notes and Sources Only attempt Level 1 questions in class and Level 2 and 3 as homework		
TIER 2: Average (Moderate) They will read sources thoroughly and respond to Level 1 and 2 questions in class Level 3 questions and paragraphs will be done as homework		
TIER 3: Gifted (High flyers) Respond to all levels in the Activity (in class) Read through the Learner resource document on the following sub-topic.		
ASSESSMENT ACTIVITIES		
Learners will be given a Source-based question on: Key Question: How did the Industrial revolution begin in Britain in the 19th century? Focus skills: Extraction; Definition of concepts; Interpretation of evidence from the source; ascertaining usefulness of the source and Paragraph writing. NB: This assessment must be used as a baseline assessment to assist the teacher to identify all areas of misconceptions in assessment skills for intervention purposes.		
REFLECTION		

SOCIAL SCIENCES: LESSON PLAN

DISCIPLINE: Geography ☐		History: ☒	
TOPIC: 1. The Industrial Revolution in Britain and Southern Africa from 1860			
DIAGNOSTIC REPORT: Explanation of concepts and Essay Writing Skills			
Key Question: How did the Labour resistance, trade union movements and working class organisations affect the Industrial revolution in Britain?			
LESSON 1			
TERM	1	WEEK	1
DURATION	3 hours	DATE	
SUB-TOPIC	Labour resistance, trade union movements and working class organisations.		
1 Hour	Essay Writing Skills ❖ <u>Question Analysis</u> Commanding statement Content focus Context Period		
1 Hour	❖ <u>Writing a good Essay Introduction</u> Taking a stance Outlining the supporting evidence Considering the length of the introduction		
SPECIFIC AIMS	Debating about what happened in the past on the basis of available evidence		
SKILLS	Finding a variety of kinds of information about the past. Selecting relevant information.		
EAC	• Listening and Speaking (Day 1) • Reading and Viewing Day 2 and 3) • Writing and Presenting (Day 2 and 3)		

RELATED CONCEPTS/ TERMS/ VOCABULARY: Labour resistance; Luddite movement; Trade Unionism; Chartism; marxism;		
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE: What were the key features of the Industrial revolution?		
RESOURCES: Textbook, Visual and Textual Sources, Resource documents		
METHODOLOGY		
DAY	TEACHER ACTIVITIES	LEARNER ACTIVITIES
1	Teacher will do the following: Revise prior-knowledge through question and answer method focusing on the Key features of the Industrial Revolution Teach the following concepts and discuss them in the context of the Industrial Revolution. Labour resistance Luddite movement Chartism Trade Unionism Marxism Will also discuss The Grand National Consolidated Trade Unions of 1933 Will then conclude the lesson by posing a question to learners on : 'What problems can be caused by the Industrial revolution? The teacher will consolidate all the discussions and tie up the lesson by enumerating all the key points discussed	Learners will: Respond to the introductory question by mentioning aspects like Population shift Urbanisation Moving to machineries and technology Shift from agriculture Learners will be put into groups to discuss what they think each concept means and provide examples to show their understanding They will also respond to 'What problems can be caused by the Industrial revolution? in their groups Then present their responses.
2	The teacher will discuss Essay Writing Skills starting with: ❖ <u>Question Analysis</u> Commanding statement Content focus Context Period	Learners will practice question analysis using different types of essays.

	The teacher will give learners three types of History essays (Critically discuss,... Do you agree?...and To what extent...) to practice with. <i>Labour resistance, trade unionism and working class organisations caused major challenges for the Industrial Revolution in Britain in 1860.</i> <i>Do you agree with the statement? Support your argument with relevant evidence.</i> OR <i>Critically discuss how about resistance, trade unionism and working-class organisations caused major challenges for the Industrial Revolution in Britain in 1860.</i> OR <i>To what extent did the labour resistance, trade unionism and working-class organisations cause major challenges for the Industrial Revolution in Britain in 1860.</i>	
3	The teacher will teach how to develop a good essay Introduction using the essay questions from Day 2. Taking a stance Outlining the supporting evidence Considering the length of the introduction The teacher will mark and assist learners to develop good and coherent introductions.	Learners will practice developing their introductions and mark each other's work to identify their own strengths and weaknesses
CURRICULUM DIFFERENTIATION		
TIER 1: (Learners at risk) They will conduct their question analysis and introductions repeatedly with the assistance of their peers (high flyers)and the teacher. May take some work home to practice further.		
TIER 2: Average (Moderate) Learners will respond to all tasks with minimal assistance from teacher and peers. If the tasks are incomplete, they may be taken as homework		
TIER 3: Gifted (High flyers)		

Learners will participate fully in class discussions and lead.

They will also assist with question analysis and developing introductions

ASSESSMENT ACTIVITIES

Learners will be given an Essays on:

Labour resistance, trade unionism and working class organisations caused major challenges for the Industrial Revolution in Britain in 1860.

Do you agree with the statement?

Support your argument with relevant evidence.

OR

Critically discuss how about resistance, trade unionism and working class organisations caused major challenges for the Industrial Revolution in Britain in 1860.

OR

To what extent did the labour resistance, trade unionism and working class organisations cause major challenges for the Industrial Revolution in Britain in 1860.

They will be expected to analyse the questions individually and formulate an introduction as a group.

REFLECTION

SOCIAL SCIENCES: LESSON PLAN

DISCIPLINE: Geography : ☐ History : ☒					
TOPIC: 1. The Mineral Revolution in South Africa					
DIAGNOSTIC REPORT: definition of concept based on Migrant Labour - L3 questions i.e. comparison, usefulness, limitations - In a paragraph they must not extract and write in point form					
Key Questions: How did the Mineral Revolution start in South Africa?					
LESSON					
TERM	1	WEEK	1	GRADE	8
DURATION	1 Week	DATE	2022 to 2022		
SUB-TOPIC	• The discovery and mining of deep level gold on the Witwatersrand • Change from Agricultural society to gold producers in the world • Why gold was important to Europe and USA • Transvaal became the richest gold mining area • How gold is mined? • Conditions underground				
SPECIFIC AIMS	• Debating about what happened in the past on the basis of available evidence • Finding a variety of kinds of information about the past • Selecting relevant information				
SKILLS	• Discussing and developing point of view • Collecting information • Decide on relevant information				
EAC	• Language structures • Reading and viewing • Listening and speaking • Writing and presenting				
RELATED CONCEPTS/ TERMS/ VOCABULARY: African Kingdoms, Transformation, Deep-level mining					
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE 1.Increase labour control 2.Land dispossession 3.Defeat of African kingdom					
RESOURCES: Textbook, Visual and Textual Sources, Resource document					
METHODOLOGY					
TEACHER ACTIVITIES			LEARNER ACTIVITIES		
• Introduce the mining of gold in Witwatersrand • Teacher will do the following:			• Participate in the class discussions • Answer verbal questions asked by the teacher on Industrial Revolution		

• Introduce new concepts i.e .Increase labour control, land dispossession, defeat of African. • Prepare chalkboard summary on the sub-topics. • Link the previous lesson with the new one • Teach and facilitate class discussion. • Provide clarity on challenging items. Develop and administer a Class activity	• Write a Class activity • Conduct Peer- assessment on the Source-based questions provided • Answer questions from the given sources. • Discuss the limitations of the source. • Compare the similarities on the given sources
CURRICULUM DIFFERENTIATION	
TIER 1: Struggling (Learners at risk) • They will highlight all the key words and important points on the Notes • Give simpler meanings to difficult words in Notes and Sources • Only attempt Level 1 questions in class and Level 2 and 3 as homework	
TIER 2: Average (Moderate) • They will read sources thoroughly and respond to Level 1 and 2 questions in class • Level 3 questions and paragraphs will be done as homework	
TIER 3: Gifted (High flyers) • Respond to all levels in the Activity (in class)	
ASSESSMENT ACTIVITIES	
• Learners will be given source based questions, the focus is on level 3 questions • Learners will answer a paragraph question focusing on how Transvaal became a rich mining area. • Learners also write 2 paragraphs based on relevant sources • Focus skills: Definition of concepts, Extraction, Interpretation of evidence from sources, Reliability of sources, Comparison and paragraph writing.	
REFLECTION	

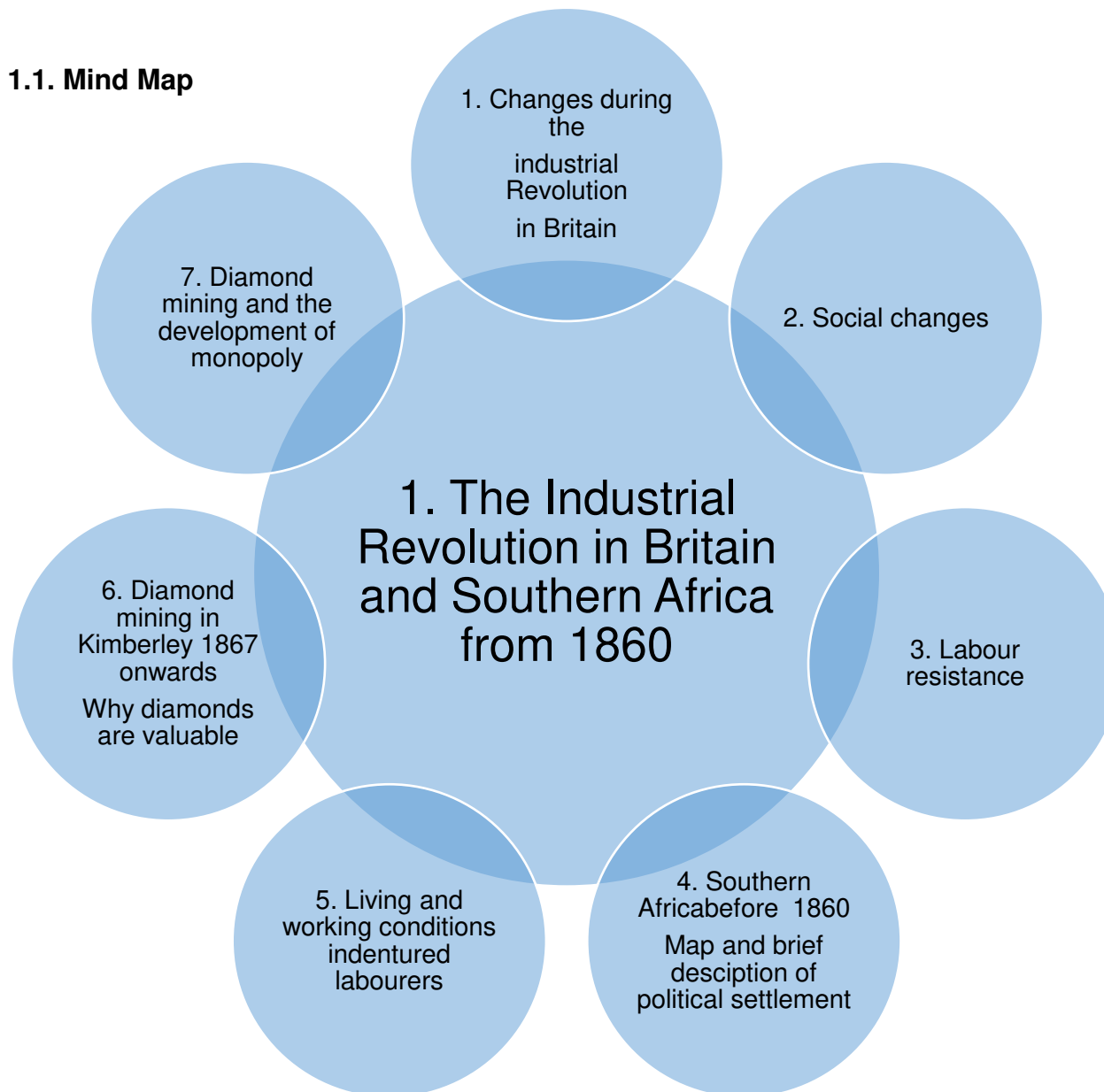
SOCIAL SCIENCES: LESSON PLAN

DISCIPLINE: Geography : ☐ ☐					
TOPIC: Mineral Revolution in South Africa					
DIAGNOSTIC REPORT: Source interpretation and paragraph writing					
Key question: Why was there a change in balance of power in South Africa during Mineral Revolution?					
LESSON					
TERM	2	WEEK	1	GRADE	8
DURATION	1 Week	DATE	2022 to 2022		
SUB-TOPIC	BRITAIN, DIAMOND MINING AND INCREASING LABOUR CONTROL AND LAND EXPANSION				
SPECIFIC AIMS	- Finding a variety of kinds of information about the past - Select relevant information - Deciding about whether information can be trusted				
SKILLS	- Collection of information - Selecting relevant information - Investigate if past information can be trusted - Discuss about the information and evidence				
EAC	- Language structures - Reading and Viewing - Listening and speaking - Writing and presenting				
RELATED CONCEPTS/ TERMS/ VOCABULARY: exile, gold deposit, closed compound, migrant labour, land dispossession,					
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE Industrial Revolution, slave trade, indentured labour, monopoly					
RESOURCES: Textbooks, newspapers, posters, videos, internet, dictionaries					
METHODOLOGY					
TEACHER ACTIVITIES			LEARNER ACTIVITIES		
D1 Teacher introduce a lesson by linking the previous knowledge with the new knowledge - New concepts introduced i.e. mineral revolution, closed compound, migrant labour, land dispossession, exile - Definition of the new concepts - Prepare chalkboard summary - Question and answer method used D2 Teacher facilitate class discussion			- Learners answer the questions - Learners write notes based on the chalkboard summary - Learners write the new concepts - Learners write the definition of the new concepts - Learners answer questions during the course of a lesson. - Learners discuss what has been asked - Learners respond to the sources that are being shown by the teacher.		

• Teacher show visual sources to the learners and asked questions • D3 Supply learners with different sources i.e. newspapers • Ask learners to select relevant information about Mineral Revolution. • Divide the class into groups • Ask the groups to investigate about the role of black and white people during the start of Mineral Revolution • Facilitate group discussion • Ask one learner to make presentation about the investigation • Homework activity for each lesson conducted	• Learners select relevant information from the newspapers. • Learners respond to the question asked by the teacher about Mineral Revolution. • Learners discuss in groups • Learners will be expected to write and submit homework as expected
CURRICULUM DIFFERENTIATION	
TIER 1: Struggling (Learners at risk) • Learners will highlight all the key words and important points on their notes. • Give simpler meanings to difficult words on their notes and sources • Only attempt Level 1 questions in class and Level 2 and 3 as homework	
TIER 2: Average (Moderate) • Learners will read sources thoroughly and respond to Level 1 and 2 questions in class. • Level 3 questions and paragraph writing will be done as homework	
TIER 3: Gifted (High flyers) • Respond to all levels in the activity	
ASSESSMENT ACTIVITIES	
• Learners will be given a source based question • Learners will be expected to write 2 paragraphs: Use the text and source to explain why the Kimberley labour force was racially divided by the 1880s. • Focus skills: Extraction, definition of concept, interpretation of evidence from the source, ascertaining usefulness of the source and paragraph writing	
REFLECTION	

TOPIC 1: THE INDUSTRIAL REVOLUTION IN BRITAIN AND SOUTHERN AFRICA FROM 1860

1.1. Mind Map



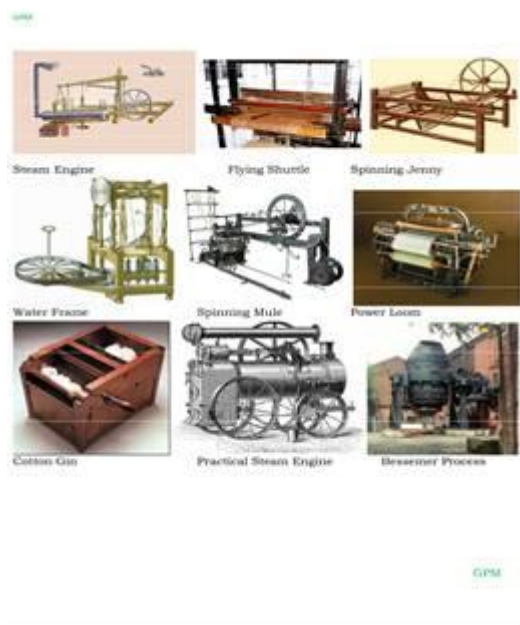
1.2. Historical Concepts

CONCEPTS	DEFINITION
1. Revolution	A forcible overthrow of a government or social order, in favour of a new system.
2. Industrial Revolution	The process of change from an agrarian and handicraft economy to one dominated by industry and machine
3. Agricultural Revolution	The shift of humanity from hunting and gathering to agriculture.
4. Mass Production	It is the manufacturing of large quantities of standardized products, often using assembly lines or automation technology.
5. Urbanisation	The process where large numbers of people become permanently concentrated in relatively small areas, forming cities
6. Commercial farming	The use of modern technology to produce crops and farm animals for sale.
7. Migrant labour	The casual and unskilled workers who move from one region (rural areas) to another offering their services.
8. Threshing machines	This is a piece of farm equipment that threshes grain, to remove the seeds from the stalks, straw, chaff and husks.
9. Indentured Labour	When workers render a bonded work/ service for certain period of time as security for debt payment or any other obligation.
10. Trade Unions	An organized association of workers in a trade (s) or profession that is formed to protect and further their rights and interests.
11. Economic growth	An increase in the amount of goods and services produced by the people over a period of time.
12. Raw material	Natural goods that have not been processed that will be used in the production of goods or energy
13. Manufactured goods	They are goods/products that are manufactured with the use of labour and raw materials as inputs.

1.3. Notes

Why did the Industrial Revolution start?

- Before the Industrial Revolution manufacturing took place in homes or rural areas and it was done by hand. Farming was the primary livelihood in England, with at least 75% of the population making their living off the land
- Some products made at home (including tools, clothing, furniture, hardware, jewellery, leather, silverware and weapons) were even exchanged for food.
- Manufactured goods came from small workshops
- But people lived in fear that the crops they grew might fail, as many of them already suffered from malnutrition.
- Most machinery was powered by animals, wind, water or human labour
- In addition, diseases and other epidemics were unfortunately common. Hence machines were introduced to enhance the effective production.
- Industrial revolution specifically emerged from Britain because it had natural resources like coal, iron ore and developed farmlands.



- It also had stable population growth due to the booming agricultural system.

Causes of Industrial Revolution

- Collectively there were many major factors that contributed to Industrial revolution.
- The urge to increase the quality of human life, to make technological advancement led to the causes of the Industrial revolution.
- But there are three most important causes of Industrial revolution were:

- **Dependency on technology**
- **Impact of education**
- **Protestant Reformation**

Key Features of the Industrial Revolution

- Population shift – moving from rural agriculture to work in factories in cities
- Use of machines - mass production of goods
- Reduced average costs which enabled more production
- Shift from agriculture - the rise of steam power (steam trains, railways and steam-powered machines)
- Industrial and scientific discoveries
- Introduction of cotton
- Increased productivity

Slave Trade

- Sir John Hawkins was the first Englishman to trade in Africans
- The British slave trade became a major business in the 17th century, when King James I set up the first monopoly company to trade with Africa in 1618
- The demand for slaves to work the tobacco, rice, sugar and other crops on plantations grew when Britain obtained colonies
- The slave trade employed thousands of people in order to sustain a large support network of shipping services, ports and finance companies

- The slave trade provided British industries with raw materials which were turned into manufactured goods and then sold for large profits in Europe and in the colonies
- Plantation-grown goods such as rum, tobacco, coffee, sugar, molasses and cotton were bought from the profits of selling African slaves to the plantation owners and sold for a profit in Britain and Europe
- Plantation owners profited from the use of free slave labour

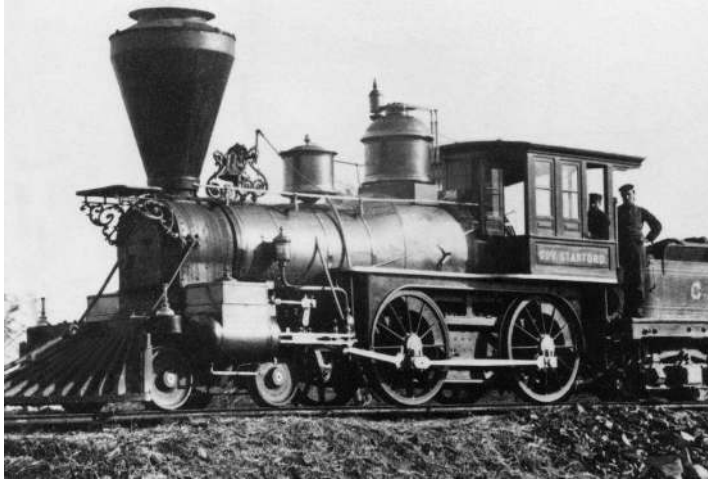


Wealth from the Slave Trade

- Merchants who dealt in slaves were among the richest people in 18th-century Britain
- British profits were made from exporting manufactured goods to Africa and importing slave products such as sugar
- British capitalism was a cause of slave plantation development
- Slavery played an important role in the development of the modern world economy and provided the labour power necessary to settle and develop the New World
- Slaves were used for labour to produce the products like sugar, tobacco, coffee, cocoa and cotton
- British cotton mills depended on cheap slaved-produced cotton from the New World
- British consumers also benefited from other cheap slave-produced goods like sugar
- The profits gained from the slave trade gave the British economy an extra source of capital
- Both the Americas and Africa, whose economies depended on slavery, became useful additional export markets for British manufactures.
- Many British individuals, businesses, and ports prospered on the basis of the slave trade

Agricultural Sector

- Agricultural Revolution began in the early 1700s with an Englishman.
- It made important contributions to economic societies quickly developed from agricultural to industrial
- New farming techniques were introduced as well as technical innovations
- Crop yields per acre were increased by new knowledge about what technique would allow plants to grow and new agricultural techniques.
- Fertilizers, minerals and soil content were all factors that started to be taken into account.
- Power-driven machinery and other energy sources were introduced
- New ploughs, rakes and other implements began to be used.
- Improved livestock breeding resulted in improved food production
- Institutional change (especially enclosure) and a market oriented framework
- As the agricultural sector became more productive, it produced more output per worker



Transport Sector

- The growth of the Industrial Revolution depended on the ability to transport raw materials and finished goods over long distances.
- There were three main types of transportation that increased during the Industrial Revolution: waterways, roads, and railroads.
- Transportation was important because people were starting to live in the west.
- During this time period,

transportation via water was the cheapest way to move heavy products.

Role of Women During the Industrial Revolution

- Before the industrial revolution, women were often tasked with traditional jobs like making and repairing clothing
- Women were also involved with helping manage the affairs of the farm and raising children
- As a result of the impacts of the Industrial Revolution, many women entered the workforce in textile mills and coal mines to help support the family
- Women often worked in the factories and mines in order to help pay for the families cost of living
- Women were not valued the same as men in the workplace and were paid much less than men
- Women were also subjected to terrible conditions in the workplace
- Women saw their role in society dramatically shift during the Industrial revolution



Urbanisation

- One of the defining features of the Industrial Revolution was the rise of cities
- Most people (80%) lived in rural areas before the Industrial Revolution
- As people moved from the countryside, small towns became large cities
- Urbanisation moved the booming new industries by converging workers and factories together
- The new industrial cities became sources of wealth for the nation
- The negative effects of urbanisation meant that working-class neighbourhoods were miserable, overcrowded, dirty and polluted

Change in Living Conditions

- As workers moved from the country to the city, their lives and the lives of their families were drastically changed
- For many skilled workers, the quality of life decreased
- The working-class had little time for leisure
- People worked very long hours
- Local governments actively sought to ban traditional festivals in the cities
- In the new working-class neighbourhoods, people did not share the same traditional sense of a village community
- Owners fined workers who left their jobs to return to their villages for festivals because they interrupted the efficient flow of work at the factories
- After the 1850s, recreation improved along with the rise of an emerging middle class
- Music halls emerged in big cities. Sports such as rugby and cricket became popular.
- Football became a professional sport in 1885. By the end of the 19th century, cities had become the places with opportunities for sport and entertainment that they are today
- During the first 60 years of the Industrial Revolution, living conditions were, by far, worst for the poor

The Mines and Factories

- There was an oversupply of labour because people were desperate for work
- Child labour was important to the factories, mines and mills in England
- Factory owners paid low wages due to oversupply. This forced women and children to work so that they could contribute to the family household income
- Women were paid half the salary as men and children were paid a third of a man's wages
- Children carried out a variety of jobs that were auxiliary to their parents but critical to the family economy
- People worked as long as sixteen hours a day
- Many children suffered from poor health and accidents
- Children were forced to work in dangerous labour-intensive jobs that caused significant social, mental, and in some cases, physical damage
- Some people were concerned about the bad living and working conditions of the workers. These people were the reformers and the socialists

Indentured Labour from India

- Indians were brought to the British colony of Natal in 1860 as indentured labourers to work on sugar plantations
- The colonial government of Natal promised grants of land which was not honoured
- Many Indians became small holders, market gardeners, fishermen, domestic servants, waiters or coal miners
- By the 1870's, 'free Indians' were exploring opportunities in the Cape Colony, the Orange Free State and the South African Republic (Transvaal)
- Those who sought to make their fortunes in the diamond and gold fields were not allowed digging rights and became traders, hawkers and workers
- When the sugar industry was established in Natal, the local Zulu labourers were recruited to work on the sugar plantations
- However, the Natal colonial authorities were not aware that Zulu males regarded agricultural work as a female activity. Traditionally, the Zulu males were involved in grazing cattle and defending the tribe against foreign attack
- The high labour turnover forced the colonial authorities to seek Indian labour that was already successfully employed in other British colonies

Impact of Industrial Revolution

- Industrial Revolution consisted of both the positive and negative aspects that impacted Great Britain, its economy and its people.
- Positively, inventions such as the steam engine, pushed Britain and other nations towards manufacturing and engineering prowess.
- Britain was by far the wealthiest nation, as it began producing more efficiency.
- This led to set new standards to form an industrial economy.

Positive outcomes/ Effects	Negative impact of Industrial Revolution
• Infrastructure was improved • There was increase in production, trade and advances in technology innovations were noted • There were changes in living conditions and class structure of the society • Erosion of gender inequality • Improvement in education system	• Work conditions • Child labour emerged • Rural- Urban migration in search of employment • Increase in population as people from Africa came searching for work • Pollution and living conditions

Diamond Mining in Kimberley 1867 onwards

- The Mineral Revolution in South Africa started with the discovery of diamonds in Kimberley in 1867, and intensified with the discovery of deep-level gold on the Witwatersrand in 1886
- By the time that gold was discovered, African kingdoms had lost their independence
- During the gold-mining revolution, patterns of land and labour were established and continued into the 20th century

British Take-over of Diamond-Rich Land in Griqualand West

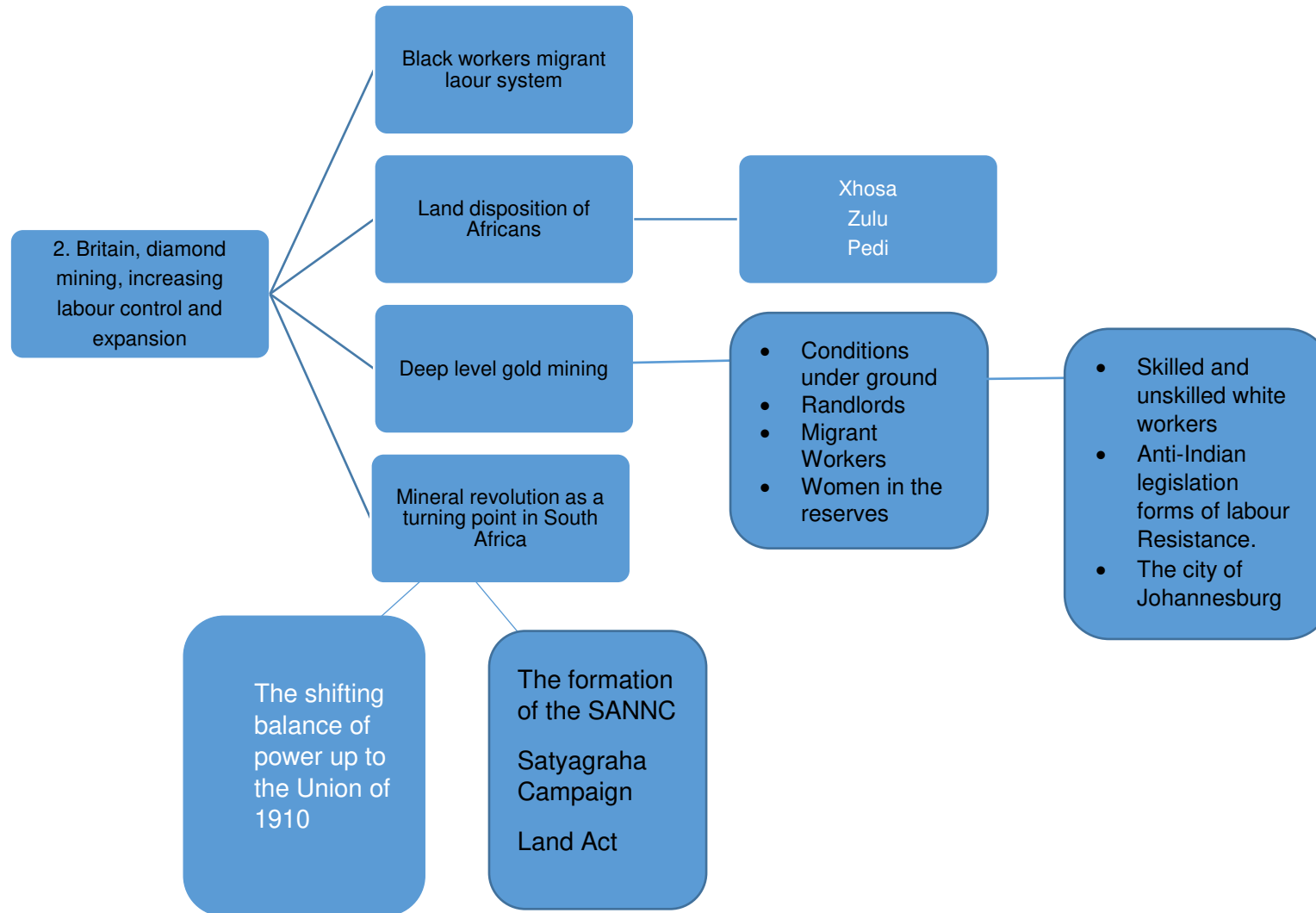
- Rich diamond mines were discovered in the early 1870s
- The Boers and the British were unfriendly to each other and each colony did not want the other to take control of such a rich resource
- The Transvaal claimed this area based on the Bloemfontein Convention which had stated that the British were not interested in areas north of the Vaal River
- The Griqua however were mindful of the poor treatment of blacks and half-castes by the Boers and requested British protection rather than Boer protection
- An independent arbiter found in favour of the Griqua rather than the Boers. This allowed the British to declare a protectorate over the area from Cape Colony in 1871
- Two years later, the British declared that Griqualand West was to become a full Crown Colony to force the Griqua Captain to sell his mineral rights and those of his people for a thousand pounds per year
- Seven years later, Griqualand West was incorporated into the Cape Colony after Griqua led a full rebellion over ownership of their land and the right to make claims on the diamond fields
- The Griqua and Tlhaping were crushed and never benefitted from the diamond mine wealth

The Formation of De Beers Consolidated Mines Limited

- Diamonds were first discovered in southern Africa in the mid-1860s on the farm of Nicolas and Diederick de Beer, near the city of Kimberley
- In 1871, Cecil John Rhodes bought a claim to the De Beers mine and eventually bought up most of the diamond mines in southern Africa
- In 1874, 'Barnato Brothers Dealers in Diamonds and Brokers in Mining Property' opens for business
- In 1887, Cecil Rhodes and Barney Barnato, vie for commercial dominance in the Kimberley diamond fields. They flood the market causing diamond prices to plummet. A merger is the only solution
- De Beers Consolidated Mines Limited is established on 12 March 1888. Cecil Rhodes is named as founding Chairman
- To keep prices high and demand steady, Rhodes also moved to take control of world diamond distribution. By the middle of the 1890s he had formed the Diamond Syndicate, which was the forerunner of the Central Selling Organization (CSO), a more modern group of financial and marketing organizations that came to control much of the world diamond trade. It is now known as the Diamond Trading Company (DTC)
- In 1917, Ernest Oppenheimer founded the Anglo-American Corporation. In 1925, he created a new diamond syndicate. He bought a seat on the De Beers board in 1926 and became chairman three years later
- Oppenheimer strengthened the diamond marketing monopoly begun by Rhodes

2. TOPIC TWO: THE MINERAL REVOLUTION IN SOUTH AFRICA

2.1.



2.2. Historical Concepts

CONCEPTS	DEFINITIONS
1. Mineral Revolution	A time of mineral industrialisation and change in the economy that resulted caused by the discovery of diamond and gold.
2. Closed Compounds	Buildings for African mine workers to live in that is surrounded by high walls
3.Unskilled Labour	Labour that requires relatively little / no training / experience for the satisfactory performance
4. Gold deposits	Places where gold is found deep in the ground
5. Randlords	The wealthy businessmen who controlled gold mining industry
6.Pass system	This was a way of controlling the movement of Indigenous people by Apartheid Government where the official document was required.
7. Reserved area	Rural area where black people can own land
8. Segregation	The forced separation of people according to their race/ ethnic groups through separate educational facilities, or by other discriminatory means.
9. Discrimination	The treatment of people differently and unfairly based on the colour of the skin or race, sexual orientation and disability.
10. Satyagraha	The non-violent or passive forms of violent used by Gandhi and his followers
11. Negotiations	Formal discussion aimed to reach an agreement
12. Racism	False belief that some people are better than other people i.e. belief by some that white people are better than black people
13. South African War	War that was fought in South Africans from 1899 to 1902 by British Empire and the two Boer Republics over the Empire's influence.

2.3. Notes

BRITAIN, DIAMOND MINING AND INCREASING LABOUR CONTROL AND LAND EXPANSION

- The discovery of diamonds in 1869 and of gold in 1886 changed the South African economy
- International banks and private lenders increased cash and credit available to local farmers, miners, and prospectors, and they, in turn, placed growing demands for land and labour on the local African populations
- The British Empire wanted to have control of the mines
- The whites resorted to violence to defend their economic interests, sometimes clashing with those who refused to surrender their freedom or their land. Rival Dutch and British populations fought for control over the land. South Africa was drawn into the international economy through its exports, primarily diamonds and gold, and through its own increasing demand for a variety of agricultural imports.
- Government also saw its role as helping to defend white farmers and businessmen from African competition. In 1913 the Natives Land Act reserved most of the land for white ownership, forcing many black farmers to work as wage labourers on land they had previously owned.



CONTROL OVER BLACK WORKERS, CLOSED COMPOUNDS AND MIGRANT LABOUR

- With the discovery of diamonds in South Africa, established forms of labour control such as the compound/ hostel system now emerged
- Exploitative relations now assumed the same racial form as that which already existed in the rural areas
- Migrant labour ensured a supply of cheap wage labour to the mining sector and secondary industry.



- Some Chiefs and heads governed access to land, controlled the allocation of labour and ensured the payment of various forms of tribute.
- Different ethnic groups were deliberately kept apart from each other to make it difficult for 'natives' to form groups with others to riot against their living conditions
- Black workers deemed 'troublesome or turbulent' were expelled and when these measures fell short, the compound managers could always call on government,

as they did at Wesseltion mine in March 1894 when three miners were shot dead by the Kimberley mounted Police and compound guards



DEEP-LEVEL GOLD MINING

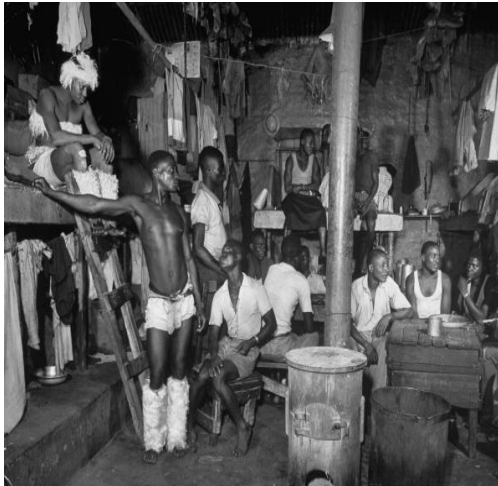
- Initially, gold was mined close to the surface by labourers who broke the ground with picks and sifted through the rock to find pieces of gold.
- It became necessary to dig deeper to reach the gold.
- Mining underground was dangerous and new machinery had to be invented and built.
- Deep shafts were dug for kilometres

underground, allowing workers to travel deep into the earth's surface to find gold.

- Thousands of people from around Africa and the rest of the world came to the Witwatersrand in search of gold.
- They travelled by ox wagon or on foot, walking hundreds of kilometres from their homelands.
- The gold rush began the South Africa's Industrial Revolution.
- New machines were invented to facilitate the deeper mining of gold. Railway tracks were laid down to transport gold and goods between gold mines and harbours at Durban, Cape Town and Port Elizabeth.

HOW GOLD IS MINED

- To start a gold mine, a lot of money is needed. To dig deep into the Earth, specialised machinery is required and this machinery is expensive. In order for the mine to be completely safe, experts need to be available to oversee construction and operation.
- Once gold was discovered at Langlaagte, diamond mine owners used their profits from the diamond mines to purchase claims and open gold mines. Overseas investors also put money into opening mines.
- Gold is found inside rock that is called ore. Because the ore is of a low grade, large amounts of ore contain very little gold meaning that large quantities were needed to get worthwhile amounts of gold.
- The machinery was needed at the expense of skilled workers.
- Large profits were easily earned.
- The price of gold was fixed, so mine owners could not build higher costs of running a mine into their sale price.
- Because of this, a large supply of very cheap labour was sought.
- Black people were not allowed to own claims and had been dispossessed of their land, they had no choice but to work in the gold mines for very little pay.
- This is one reason why the goldfields in South Africa became so successful; at cheap labour.



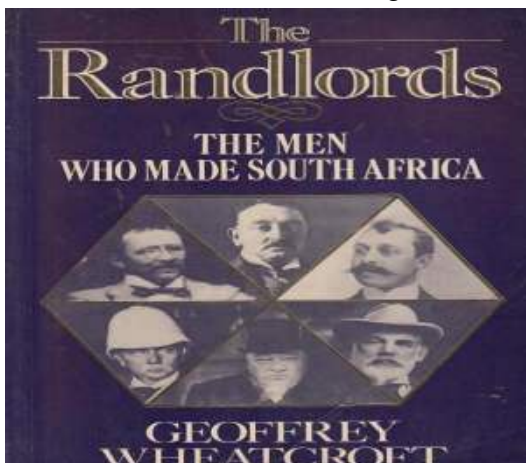
CONDITIONS UNDERGROUND

- Digging mines deep underground is dangerous and must be done carefully. The area to be dug is surveyed by skilled people and digging is done by specialised machinery.
- South Africa's gold mines remained the deepest in the world, some were 3 km deep below the earth surface.
- Deep down may be very hot, (up to 60 oC!) and mines had to be ventilated and air-conditioned to keep the miners safe.
- Harmful gases were released in the rocks; explosives were used to break rock free.
- The ventilation system must carry these gases away from the miners.
- In the tunnels there was always a danger of collapse, as the rock above the tunnels is heavy and puts immense pressure on the roof of the tunnel.
- Deep underground, the floors of the mine tunnels would often be covered in stagnant water, which can carry disease and creates the danger of slipping.
- Explosives were used frequently in mines and presented multiple dangers
- Miners could be caught in an explosion.
- Rocks could collapse unexpectedly, crushing people or blocking tunnels.
- The dust left in the air was breathed in and caused lung damage and diseases such as silicosis.
- In such close quarters and with little fresh air, tuberculosis spread quickly.

THE RANDLORDS AND THE FORMATION OF THE CHAMBER OF MINES

Starting a gold mine required a large amount of money for: purchasing the land claim; developing new technology; buying specialised machinery; and hiring skilled workers from around the world.

- Very few individuals had enough money to pay for all of this on their own.
- Cecil Rhodes and Barney Barnato had money from the diamond mines in Kimberley. Alfred Beit was another diamond mine owner who had made a lot of money. They formed a partnership and opened mining companies together. They became known as the 'Randlords'. Other wealthy investors from overseas soon joined in and many mining companies were formed and mines opened in the Witwatersrand gold belt.
- The Randlords had a big task – they carefully decided where to open mines, what



to spend money on and how to operate the mines to ensure that they made a profit.

- On 5 October 1889, the mine owners formed an association called the Chamber of Mines.
- The association aimed to protect mine owners' interests and promote favourable legislation.
- They also aimed to exchange information on mining and mining practices with public

and private organisations in both South Africa and other countries.

- They worked together to find solutions to problems such as sourcing labour, minimising labour costs and getting government to pass laws in their favour.

MIGRANT WORKERS

Black labourers came from all around South Africa to work on the mines.

- Because they worked away from home, they were called migrant workers.
- They travelled long distances to the mines, where they would stay for a few months, and then travel back to their homes in rural areas.
- White mine employees were allowed to settle in the town(s) that was being built around the mines – Johannesburg.
- Black men were neither allowed to settle permanently in the town nor bring their families with them. Instead, they had to live on closed compounds such as the ones in Kimberley.
- In order to keep costs low to increase profits, mine owners needed a plentiful supply of very cheap labour. Only black people would work in the dangerous and difficult conditions in the mines for such little pay. This was because of methods the mine owners used to ensure that the black people had no choice.
- Taxes: The government instituted on 'hut tax', which was R1 per year for every hut in which they lived.
- Mine workers earned between 5c and 19c a day, it took three months of work to pay for hut tax.
- Another tax was called 'poll tax', which was an amount of R2 per year that every man (including white men) over the age of 18 had to pay.
- Once they had finished their work on the mines and returned home, they had to pay their chief a tax as well.
- Recruitment: Mine owners realised that although many black men migrated from their villages to the Witwatersrand for work, they often arrived and then sought work in other places.
- In an effort to ensure a steady supply of labour, recruiters were sent to villages to encourage men to work on the mines.
- Chiefs were paid to recruit men and the recruiting agents travelled with the new workers to the mines to ensure that they did not try to find work in other places. "It is suggested to raise the Hut Tax to such an amount that more natives will be induced to seek
- Contracts: Knowing that many men would likely leave the mines after experiencing the terrible conditions, all the workers had to sign contracts that ensured that they would work for several months. If a worker broke a contract, he would be fined and arrested. This gave them no choice about continuing to work even if they felt unhappy.
- Pass laws: The Transvaal government introduced pass laws to help mine owners secure labourers.
- Each labourer looking for work had to get a three-day pass while searching for a job.
- They were sent back home, on the third day when they did not find employment.

INCREASING BURDEN ON WOMEN IN THE RESERVES, EROSION OF FAMILIES

- The roles of men and women were very specific and differed in indigenous communities.
- The women were left behind to fill both their traditional roles and those of the men who had gone to look for work. Women had to take care of their children and the elderly, cook, clean, plant and tend to crops, make baskets and pottery and collect firewood, among other things.
- They also performed men's roles, which included milking cows, butchering animals, working leather, tending to livestock, thatching, and other hard physical labour.
- The rural areas where these women lived became known as the 'reserves'.
- Communities that were once strong and thrived broke down and became poor.
- With men away for months at a time, adapting to a new way of life in cities, families and family life eroded.
- As white settlers took over more land, black people struggled to grow crops and raise cattle. Soil erosion meant that crops could not grow. Cows that lost much of their grazing land became thin and stopped producing milk.
- Families were then forced to buy food and supplies from stores, which created a new reliance on money for the things that they needed for daily upkeep.
- This continued to force men to seek jobs in towns and mines, ensuring that the rich got richer and the indigenous people became poorer.



SKILLED AND UNSKILLED WHITE WORKERS

- White men also came from around the country to work on the mines.
- Skilled workers from other countries such as Australia and Britain were given higher-paying supervisory jobs because of their experience and expertise.
- Unskilled white workers often did the same work as black workers, but they were paid more and were given authority over black people. White people were allowed to settle in the growing town of Johannesburg and generally had better lives than the black people.
- Living separately, earning different wages, being held to different laws and being treated differently are what laid the foundation for the system of racial segregation in South Africa.

ANTI-INDIAN LEGISLATION

- The Transvaal government was opposed to Indian people. Like many others, Indian people came to the goldfields in search of work. They were met with hostility and several laws were designed to prevent them from working and settling in Johannesburg. They were not allowed to live in 'white' areas and were never given citizen rights.
- Indians had to carry passes like black people, and were not allowed to work on the gold mines.
- Marriages between Indians and white people were prohibited and, like all people of colour, they were prohibited from walking on pavements.

FORMS OF LABOUR RESISTANCE

- Because workers were poorly treated and poorly paid they had to resist this. Various methods were utilised to show their frustrations:
 - ✓ Some workers broke their tools deliberately, and then pretended that they did not understand orders.
 - ✓ Frustrated of working conditions that made them unhappy many workers drank too alcohol which ultimately made them unproductive at work.
- Some workers broke their contracts and left the mines altogether.



- With discovery of diamond and gold, mines emerged and cities were built up around them.
- The Witwatersrand goldfields were located in the Boer-controlled republic, the Transvaal.
- The Boer government control of the gold mines, which the British wanted.
- The Boers would not easily lose control over their land willingly, and so Britain declared war.
- In 1899, the Anglo-Boer war broke out between the Transvaal and Orange Free State on the Boers' side and the Cape Colony and Natal on the side of the British.
- Black people fought on both sides in the war.
- The Boers maintained the control of their lands, as they had more weapons.
- The British brought in soldiers

and supplies. Before long, the British had the control over the Orange Free State and Transvaal.

- The Boers defended by using the guerrilla tactics, surprising the British with attacks and wearing plain clothes to blend in.
- The British retaliated by blocking off areas with barbed- wire fences and moving Boer families to concentration camps, where many adults and even more children died of disease.
- The Boers surrendered on 31 May 1902; the war had lasted two years and seven months.
- During the war, the gold mines shut down, as workers were needed to fight and nobody wanted to be caught in-between battles.

AFRICAN POLITICAL ORGANISATION, 1902

- After the Anglo-Boer War, the British government and leaders of the former Boer territories met to discuss the future of South Africa.
- Coloured people at the Cape formed an organisation called the African Political Organisation (APO) with Abdullah Abdurahman as the leader of pictured here. They protested peacefully and appealed to the government for the right to vote.
- The Transvaal Indian Congress was an organisation formed by Mahatma Gandhi to protest against anti-Indian legislation.
- The movement used passive, non-violent resistance by marched and wrote petitions to appeal to government to change the anti-Indian laws.

BAMBATHA REBELLION, 1906

- Chief Bambatha was a Zulu chief who started a rebellion against British rule in Natal.
- He was not happy about losing his land and being forced to pay taxes.
- He demanded that his land be returned and poll taxes lifted.
- Although he had followers, the rebellion was crushed and Chief Bambatha was killed in battle.
- There was never again an armed black resistance to colonial rule.

THE UNION OF SOUTH AFRICA, 1910

- The four independent states in South Africa, the Orange Free State, Transvaal, Natal and Cape Colony, were joined together as one country called the Union of South Africa in 1910.
- Some Boers worked with the British and formed a new government, led by Jan Smuts and Louis Botha.
- The government was made up of only white people, though educated coloured people and Africans living in the Cape were allowed to vote.
- The South African Native National Congress (SANNC), later named the African National Congress (ANC), was formed in response to discrimination against black people by the government of the Union of South Africa.
- John Dube, the first SANNC president, led a delegation of SANNC leaders to England in 1914 to protest against the 1913 Land Act.
- Mahatma Gandhi believed in protesting and resisting passively and peacefully.
- Under the new government in the Union of South Africa, anti-Indian legislation continued and expanded.
- Indian marriages were not recognised by law, Indians were not allowed to move freely in the Transvaal area and all Indians had to pay additional taxes.
- In 1913 and 1914, many Indians joined the peaceful protest movement. They were met with violence and many went to prison.
- In 1914, the Union government agreed to recognise Indian marriages, abolish the tax and allow Indians to move freely.
- In exchange, Gandhi agreed that the Satyagraha Campaign would come to an end.

THE LAND ACT, 1913

- In 1913, the government of the Union of South Africa passed the Land Act.
- Black people were moved to areas that made up of 13% of the total land of the country, although they made up 70% of the population. The remaining 87% of the land was reserved for white ownership and occupation.
- This unequal access to land was a contributing factor to racial tensions and the segregation that later became apartheid.

3. Marking Guideline: Source based and Essay questions

INDUSTRIAL REVOLUTION IN BRITAIN (From 1860)

KEY QUESTION: HOW DID THE INDUSTRIAL REVOLUTION BEGIN IN BRITAIN IN THE 19TH CENTURY

SECTION A

SOURCE 1A

ACTIVITY 1

- | | | |
|--------|---|--------------|
| 1.1.1. | <i>Defining historical concept L -1</i> | 1 X 2
(2) |
| | <ul style="list-style-type: none"> • Industrial Revolution – The rapid change on the development of industries in Britain (18th century) with an introduction of steam engine and mass production. | |
| 1.1.2 | <i>Extraction of information from source 1a L1</i> | 1×1 (1) |
| | <ul style="list-style-type: none"> • Britain | |
| 1.1.3 | <i>Extraction of information from source 1a L1</i> | 1×3 (3) |
| | <ul style="list-style-type: none"> • Cars, Trains, computers or plastics (any 3) | |
| 1.1.4 | <i>Interpretation of information from source 1a</i> | |
| | <ul style="list-style-type: none"> • Many people moved to the cities. • Transport and communication improved. • *any relevant answer. | 2×2 (4) |

SOURCE 1B

ACTIVITY 2

- | | | |
|-------|--|---------|
| 1.2.1 | <i>Extraction of information from source 1B L1</i> | 1×1 (1) |
| | <ul style="list-style-type: none"> • 18th Century. | |
| 1.2.2 | <i>Extraction of information from the source</i> | |



- Invention of the steam engine.
- New ways to make iron and steel. 1×2 (2)
- 1.2.3 *Extraction of information from source 1B L1*
- “Britain was the birth place of the Industrial Revolution...” 1×2 (2)
- 1.2.4 *Interpretation of information from source 1B*
- Britain was the biggest colonial power that had colonies providing her with raw materials and resources for a successful development of industries.
- *any relevant response. 1×2 (2)
- 1.2.5 *Explanation of information from source 1B- L2*
- Britain had iron ore and coal 2×2 (4)
- Britain was politically stable.
- 1.2.6 *Determining the usefulness of source 1B – L3*
- This source is useful because it provides information that Industrial Revolution began in Britain in the 18th century. 2×2 (4)
- The source also states that iron ore, coal and political stability helped Britain to develop industries.
- 1.3.1 *Interpretation of evidence from Source 1C-L2*
- Products were mass produced in the large factories/industries.
- Machines did most the work that was done by the people before.
- 1.3.2 *Interpretation of evidence from Source 1C-L2*
- The source shows the dominance of the machines in the factories and doing the work which was mostly done by people.
- The source was drawn from the context of the Industrial Revolution in Britain
- 1.3.3 *Interpretation of evidence from Source 1C-L2*
- Industries used efficient machines to produce goods in bulk.
- Industries were also strictly supervised and mechanically serviced for high quantity production.
- *any relevant answer.
- 1.3.4 *Interpretation of evidence from Source 1C-L2*
- Machines worked faster, efficiently, quicker, cheaply and effectively.
- 1.4 *Comparison of evidence from Sources 1B and 1C*
- Source 1B speaks about technical innovations e.g. invention of machines and Source 1C shows big invented machines in the factories.
- Source 1B states that Britain used coal and iron ore to make steam engine machines and Source 1C shows the machines that used steam engines.

1.5 *Interpretation, evaluation and synthesis of evidence from Sources*

- Britain acquired wealth from the Trans-Atlantic slave trade to build industries.
- Changes in farming- New methods of farming were invented e.g. crop rotation.
- Natural Resources – iron ore used to make steam engines and locomotives etc. and coal used to fuel the engines.
- Changes in Technology – New types of machines were invented and worked faster.
- New forms of transportation invented e.g. steam powered locomotive that was faster.
- Urbanisation provided enough work force in the mines.
- British coastlines made trade with other countries much easier
- *any relevant answer.

Rubric for paragraph		
Level	Descriptors	Marks
Level 1	• Uses evidence in an elementary manner e.g. shows little or no understanding of explain how did the industrial revolution begin in Britain • Uses evidence partially to report on topic or cannot report on topic of explaining how did the industrial revolution begin in Britain	0 - 2
Level 2	• Evidence is mostly relevant and relates to a great extent to the topic e.g. explain how did the industrial revolution begin in Britain • Uses evidence in a basic manner	3 - 5
Level 3	• Uses relevant evidence e.g. explain how did the industrial revolution begin in Britain • Uses evidence very effectively in an organized paragraph that shows an understanding of the topic of explaining how did the industrial revolution begin in Britain	6 - 8

QUESTION 2**WHAT WAS THE IMPACT OF THE INDUSTRIAL REVOLUTION ON CHILDREN IN THE 18TH CENTURY?****2.1. SOURCE 2A****ACTIVITY 1**

- 2.1.1 *[Definition of a historical concept L- 1]* 1×2 (2)
- **Child labour** – It was an over exploitation of children in Britain during the industrial revolution, where children worked long hours under bad conditions and received low very wages.
- 2.1.2 *[Extraction of evidence from Source 2A- L]* 1×2 (2)
- Sixty-Four hours a week.
- 2.1.3 *[Interpretation of information from Source 2A - L2]* 2×2 (4)
- Factory owners felt remorse for the children dying in the mines.
 - Over exploitation of children was seen as a curse abusive to the children.
- 2.1.4 *[Determining the usefulness of Source 2A – L3]* 2×2 (4)
- The Source is **useful** because it states that children working hours were changed from 71 hours to 64 hours after the Hobhouse's act.
 - The Source also states that adult time was also reduced to 67 and a half per week and that of the children less than 13 years of age.
 - Any other relevant response

2.2. SOURCE 2B**ACTIVITY 2**

- 2.2.1 *[Quotation of evidence from Source 2B – L1]* 1×2 (2)
- "Young children were often forced to work..."
- 2.2.2 *[Extraction of information from Source 2B – L1]* 2×1 (2)
- Children were cheap and expandable.
- 2.2.3 *[Determining whether the information from the Source is justified L3]* 2 x 2 (4)
- **JUSTIFIED**
 - Children were the cheap and expandable source of labour.
 - Children were less complaining about the work.

- Children could also not protest against their employers.
- Any relevant response

NOT JUSTIFIED

- Children suffered from malnutrition and poor health
- Most children were unfit to work, they became ill and got injured.
- Work was very difficult and dangerous because got cut by the machines.
- Any relevant answer.

2.3. SOURCE 2C

ACTIVITY 3

- 2.3.1 *[Interpretation of information from Source 2C – L2]*
- The picture shows that the children worked in the textile industries.
 - Any relevant answer
1×2 (2)
- 2.3.2 *[Interpretation of information from Source 2C – L2]*
- Children often got caught up in the machines and got permanently injured.
 - Children also got sick from hard labour.
 - Any relevant answer.
2×2 (4)

SOURCE 2D

ACTIVITY 4

- 2.4.1 *[Extraction of information from Source 2D – L1]*
- Mining and Textile industries. 2×1 (2)
- 2.4.2 *[Explaining information from Source 2D – L2]*
- To produce a mass amount of goods.
 - To increase the pace/ speed of production.
 - *any relevant answer 1×2 (2)
- 2.4.3 *[interpretation of statistical information from Source 2 D – L3]*
- 6200 female children 1×2 (2)
- 2.4.4 *[Determining the reliability of Source 2D – L3]*
- The table is reliable because it gives statistical information of children working in the industries.
 - The statistics were taken/compiled during the Industrial Revolution.
 - Any relevant answer 2×2 (4)

2.4 Paragraph writing, synthesizing, analysing, interpreting of information

- A learner may use the following points
Children worked for long hours (Source 2A)
Children were often forced to work (Source 2b)
Children were not paid enough wages for the work (Source 2b)
Children suffered from malnutrition and poor health (Source 2b)
Children did not have enough money to buy food (Source 2b)
Children were also too exhausted to cook proper meals (Source 2b)
Children were put at risk of getting injured and sick (Source 2b)
Children had to work quickly to cover the production time.
Some children died working under unhealthy and dangerous conditions

*any relevant answer

RUBRIC FOR PARAGRAPH MARKING		
Levels	Descriptors	Marks
Level 1	• Uses evidence in an elementary manner e.g. explaining the impact of industrial revolution on children of Britain • shows little or no understanding of the question • Uses evidence partially to report on topic or cannot report on topic of explaining the impact of industrial revolution on children of Britain.	0 - 2
Level 2	• Evidence is mostly relevant and relates to a great extent to the topic e.g. explaining the impact of industrial revolution on children of Britain • Uses evidence in a basic manner.	3 - 5
Level 3	• Uses relevant evidence e.g. explaining the impact of industrial revolution on children of Britain. • Uses evidence very effectively in an organized paragraph that shows an understanding of the topic of explaining the impact of industrial revolution on children of Britain.	6 - 8
		(8 marks)

QUESTION 3 ESSAY TERM 1

Write an essay of about one page long on the following questions

3.1. Critically discuss the major changes that were brought in by the industrial revolution in Britain from the 18th century. (20)

Essay response**Synopsis**

Candidates need to critically discuss the major changes that were brought in by the industrial revolution in Britain from the 18th century.

Introduction

A learner is expected to introduce the topic briefly by stating what the essay will be discussing the major changes that were brought in by the industrial revolution in Britain from the 18th century.

Elaboration

A learner may provide the following points

- Industries from Britain brought enormous changes in the societies
- The introduction and invention of machinery system helped speeding up the production of goods
- The steam engines were invented
- Later on, other form of power was invented for example electricity.
- Animals were replaced by new forms of transport for example steam locomotives
- Human power was also replaced by machinery that was effective and accurate
- Adoption of industries, factories and mining systems
- New forms of farming methods for example, crop rotation and irrigation methods.
- Urbanization took place where people moved from rural to urban areas
- Small towns changed to large cities
- Economic boom
- Coal was used as a source of energy and heat
- Iron – ore was used to build factories, bridges etc.
- Introduction of child labour, children were forced to work long hours
- Over exploitation of workers receiving low wages.
- Any other relevant response

Conclusion

Conclusion should be a summary of the argument presented not of the content.

TERM 2

THE MINERAL REVOLUTION IN SOUTHERN AFRICA

QUESTION 1

ACTIVITY 1

SOURCE 1A

- 1.1.1 *[Definition of historical concept L1]*
- **Migrant Labour System-** This is the system where by the black mine workers were recruited from the rural areas /reserves to work in the mines and go back again after the contract was exhausted. 2×1 (2)
- 1.1.2 *[Extraction of information from the Source 1A- L1]* 1 x 1 (1)
- Racial Segregation
- 1.1.3 *[Extraction of information from the Source 1A-L1]*
- Christmas and Easter Holiday 2 x 1 (2)
- 1.1.4 *[Interpretation of a question from Source 1A-L2]*
- Women worked as domestic workers for white homes in order to provide for their families
 - Any relevant answer 2 x 2 (4)
- 1.1.5 *[Explanation of information Source 1A – L2]*
- Thousands of African men lived in overcrowded single-sex hostels and were not allowed to bring their families.
 - Men were only allowed to go back home or to the reserves rural areas during Easter Christmas holidays.
 - Any relevant answer. 2×2 (4)

SOURCE 1B

ACTIVITY 2

- 1.2.1 *[Extraction of information from Source 1B – L1]*
- Contract System or Pass System. 1×1 (1)
- 1.2.2 *[Stating information from Source 1B – L1]*
- To attract young men to go and work in the mines. 1× 2 (2)
- 1.2.3 *[Extraction of information from Source 1B – L1]*
- Wages, food, accommodation and beer. (any 2) 2×1 (2)
- 1.2.4 *[Explanation of gathered information from Source 2B – L2]*
- The migrant workers left their families in the rural areas. 2×2 (4)
 - Women and children could not manage subsistence farming which resulted to famine.

SOURCE 1C**ACTIVITY 3**

- 1.3.1 *[Extraction of information from the Source 2C – L1]* 1×1 (1)
- In the compounds.
- 1.3.2 *[Interpretation and evidence provision from Source 2C -L2]* 1×2 (2)
- Isolated from the outside world/ freedom of movement was curtailed / no communication with the outside
- 1.3.3 Interpretation of information from Source 1C- L2
- Workers were kept in a controlled environment 1 x 2 (3)
 - Easy to control their behaviour and activities
 - Identification and control of labour
 - Any other relevant response

1.4. paragraph

- Workers were kept in compound to ensure they are close to work
- Compounds were the effective way to control workers
- Workers were locked up in the compounds without their families
- It was not easy to escape compound since they were fenced with metal and wire
- Workers were searched and stripped whenever they left compound but whites were not
- Workers could not steal diamond since they were given strong laxative to excrete what they have swallowed
- Compounds were extremely secured
- Any other relevant response

RUBRIC FOR PARAGRAPH MARKING		
Levels	Descriptors	Marks
Level 1	• Uses evidence in an elementary manner e.g. explaining how the migrant labour and compound system became an effective way to control black labour • shows little or no understanding of the question • Uses evidence partially to report on topic or cannot report on topic of explaining how the migrant labour and compound system became an effective way to control black labour.	0 – 2
Level 2	• Evidence is mostly relevant and relates to a great extent to the topic e.g. explaining how the migrant labour and compound system became an effective way to control black labour Uses evidence in a basic manner.	3 – 5
Level 3	• Uses relevant evidence e.g. explaining how the migrant labour and compound system became an effective way to control black labour • Uses evidence very effectively in an organized paragraph that shows an understanding of the topic explaining how the migrant labour and compound system became an effective way to control black labour.	6 – 8
		(8 marks)

QUESTION 3 TERM 2 ESSAY

“The discovery of gold in Johannesburg in a complex migrant labour system and division of wealth and society” To what extent do you think the above statement is true?

Write an essay of about one page in which you explain your answer (20)

Synopsis

Candidate needs to explain to what extent the statement “The discovery of gold in Johannesburg in a complex migrant labour system brought division of wealth and society” is true. They should support their stance using relevant evidence.

Introduction

- A learner will have to take a stance as to what extent they think the statement is true and stick to their argument.

Elaboration

- Land lords were rich mine owners who formed mining companies
- In 1899 the chamber of mines recruited many black workers
- Black workers’ wages were very low to make profit for mine owners
- The government passed biased laws to oppress workers
- Migrant black workers came from rural areas to work in towns and unskilled labour
- White workers came from other countries to work as skilled workers
- Introduction of hut tax and poll tax
- New ways of recruitment to find cheap black migrant workers
- Contract and pass laws were introduced to control black miners
- Impact on families, families were broken as the fathers left for work
- The elderly, women and children were left in the reserves
- The reserves got poor because heavy load of work such as farming, raising family and so on
- Racial segregation emerged
- Blacks were unskilled and whites were skilled according to the new laws
- White miners were paid more than black miners
- White miners could live with their families while blacks lived in a closed compact
- Any other relevant response.

Conclusion.

- Conclusion should be a summary of the argument presented not of the content.

1.1. Assessment procedures of the essay

1.1.1 Keep the synopsis in mind when assessing the essay.

1.1.2 During the reading of the essay, ticks need to be awarded for a relevant introduction (which is indicated by a bullet in the marking guideline), the main aspects/body of the essay that sustains/defends the line of argument (which is indicated by bullets

in the marking guideline) and a relevant conclusion (which is indicated by a bullet in the marking guideline).

For example, in an essay where there are five (5) main points there could be about seven (7) ticks.

1.1.3 Keep the **PEEL** structure in mind when assessing an essay.

P	Point: The candidate introduces the essay by taking a line of argument/making a major point. Each paragraph should include a point that sustains the major point (line of argument) that was made in the introduction.
E	Explanation: The candidate should explain in more detail what the main point is about and how it relates to the question posed (line of argument).
E	Example: The candidates should answer the question by selecting content that is relevant to the line of argument. Relevant examples should be given to sustain the line of argument.
L	Link: Candidates should ensure that the line of argument is sustained throughout the essay and is written coherently.

1.1.4 The following symbols **MUST** be used when assessing an essay:

- Introduction, main aspects and conclusion not properly contextualised ^
- Wrong statement _____
- Irrelevant statement |
- Repetition R
- Analysis A✓
- Interpretation I✓
- Line of Argument LOA ↕

1.2 The matrix

1.2.1. Use of the matrix in the marking of essays

In the marking of essays, the criteria as provided in the matrix should be used. When assessing the essay note both the content and presentation. At the

point of intersection of the content and presentation based on the seven competency levels, a mark should be awarded.

- (a) The first reading of essays will be to determine to what extent the main aspects have been covered and to allocate the **content level** (on the matrix).

C	LEVEL 4	

- (b) The second reading of essays will relate to the level (on the matrix) of presentation.

C	LEVEL 4	
P	LEVEL 3	

- (c) Allocate an overall mark with the use of the matrix.

C	LEVEL 4	}26–27
P	LEVEL 3	

COMMENT

Some omissions in content coverage.
Attempts to sustain a line of argument.

ESSAY RUBRIC/MATRIX FOR GRADE 8 AND 9 20 Marks

PRESENTATION	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
CONTENT	Very well planned and structured. Good synthesis of information. Constructed an argument. Very good use of evidence to support the argument	Well planned and structured. Synthesis of information. Constructed and argument. Evidence used to support the argument.	Writing structured. Constructed an argument. Evidence used to support argument.	Clear attempt to construct an argument. Evidence used to a large extent to support the argument.	Some attempt to organise the information into an argument. Evidence not well used in supporting the argument.	Largely descriptive/ with little or some attempt to develop an argument.	Answer not at all well-structured.
LEVEL 7 The question has been fully answered. Content selection fully relevant to line of argument.	18-20	16-17					
LEVEL 6 The question has been answered. The content selection is relevant to a line of argument	16-17	15	14				
LEVEL 5 The question has been answered to a great extent. The content is adequately covered and is relevant		14	13	12			
LEVEL 4 The question is recognisable in the answer. Some omissions/ irrelevant content selection.			12	11	10		
LEVEL 3 The content selection does not always relate. Omissions in coverage.				10	9	8	
LEVEL 2 The content is sparse. The question is inadequately addressed.					8	7	6
LEVEL 1 The content is sparse, the question is inadequately addressed						6	0-5

(Total 20 marks)

SOCIAL SCIENCES: LESSON PLAN

DISCIPLINE: ☐ ☐ Geography : History :					
TOPIC: THE SCRAMBLE FOR AFRICA					
DIAGNOSTIC REPORTS: Learners cannot define the term colonisation.					
Key Questions What were the causes and results of European colonisation of the African continent with special focus on the Ashanti kingdom?					
LESSON 1					
TERM	3	WEEK	1	GRADE	8
DURATION	1 hour	DATE			
SUB-TOPIC	European colonisation of Africa in the late 19th century -Africa before European colonisation -Map of Africa in 1800				
SPECIFIC AIMS	Finding a variety of information about the past Selecting relevant information				
SKILLS	Being able to bring together info from text, visual material,				
EAC	Reading , Speaking, listening, writing				
RELATED CONCEPTS/ TERMS/ VOCABULARY: Colonisation, scramble for Africa, capitalism, Berlin Conference, explorers,					
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE: Industrial and mineral revolution					
RESOURCES: Textbook, pictures, atlas,					
ERRORS/ MISCONCEPTIONS/ PROBLEM AREAS:					
Diagnostic report					
METHODOLOGY					
TEACHER ACTIVITIES			LEARNER ACTIVITIES		
Introduction of the lesson, explaining key concepts, reading and discussion of notes on brief background on Africa before the scramble, asking questions Discuss the map of 1800			Listening, responding to questions verbally Ask questions Study the map and answer questions		
CURRICULUM DIFFERENTIATION					
TIER 1: (Learners at risk) The teacher will work with them individually and guide them to the answers by monitoring them closely.					
TIER 2: Average (Moderate) work in pairs to tackle the questions.					
TIER 3: Gifted (High flyers) Will start withdrawing the map on their workbooks and complete as homework.					

ASSESSMENT ACTIVITIES
Activity 6: The map of 1800 as classwork and drawing of the map as homework.
REFLECTION

DISCIPLINE: Geography: ☐						History: ☒	
TOPIC: THE SCRAMBLE FOR AFRICA							
DIAGNOSTIC REPORTS:							
Key Questions: What were the causes and results of European colonisation of the African continent with special focus on the Ashanti kingdom?							
LESSON 2							
TERM	3	WEEK		GRADE	8		
DURATION	1	DATE					
SUB-TOPIC	European colonisation of Africa in the late 19th century Causes and patterns of colonisation						
SPECIFIC AIMS	Finding a variety of information about the past Selecting relevant information Writing history in an organised way with a logical line of argument.						
SKILLS	Being able to bring together info from text, visual material, paragraph writing,						
EAC	Reading Speaking, listening,						
RELATED CONCEPTS/ TERMS/ VOCABULARY: Colonising country, rivalry, justified,							
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE: Previous lessons							
RESOURCES: Via Afrika SS pg. 178 table, Platinum pg. 175							
ERRORS/ MISCONCEPTIONS/ PROBLEM AREAS: Definition of terms and interpreting maps and paragraph writing.							
METHODOLOGY							
TEACHER ACTIVITIES				LEARNER ACTIVITIES			
Discussion of handouts of the causes in groups and summaries as presentations by groups. Use maps as sources and complete activity 4 pg. 174				Discussing in groups, presenting, responding to classwork worksheet in writing.			
CURRICULUM DIFFERENTIATION							
TIER 1: (Learners at risk) Educator will group these learners then discuss the sub-topic again.							
TIER 2: Average (Moderate) Learners will start doing the activity on their own then ask the teacher for clarity when necessary.							

TIER 3: Gifted (High flyers) Learners will do the prescribed activity on the learners' book. Then start writing a paragraph on their own.
ASSESSMENT ACTIVITIES
Completion off worksheet and table on activity 8 Write a paragraph on causes of colonisation using the mind map. Start it as a classwork and complete as homework.
REFLECTION :

DISCIPLINE: Geography: ☐ History: ☒					
TOPIC: THE SCRAMBLE FOR AFRICA					
DIAGNOSTIC REPORTS:					
Key Questions: What were the causes and results of European colonisation of the African continent with special focus on the Ashanti kingdom?					
LESSON 13					
TERM	3	WEEK		GRADE	8
DURATION	1 hour	DATE			
SUB-TOPIC	The Case Study - The Ashanti kingdom Results of colonisation for Ashanti kingdom and Britain				
SPECIFIC AIMS	Finding a variety of information about the past Selecting relevant information Writing history in an organised way with a logical line of argument.				
SKILLS	Being able to bring together info from text, visual material, paragraph writing				
EAC	Reading Speaking, listening, writing				
RELATED CONCEPTS/ TERMS/ VOCABULARY: Independence, treasures, exile, abolished, exports, values, system					
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE: Previous lessons					
RESOURCES: Via Afrika SS pg. 191, Platinum pg. 193					
ERRORS/ MISCONCEPTIONS/ PROBLEM AREAS: Inability to write paragraphs correctly.					
METHODOLOGY					
TEACHER ACTIVITIES			LEARNER ACTIVITIES		
- Discussion and brainstorming of handouts on the results. - Use note to clarify and unpack the results.			- Discussing and responding to questions verbally. - Writing of a paragraph with guidance by the teacher.		

• Guide learners to paragraph writing.	
CURRICULUM DIFFERENTIATION	
TIER 1: (Learners at risk) group the learners with the gifted ones so that they can help them to explain what to do.	
TIER 2: Average (Moderate) assign the gifted ones to assist for a few minutes and leave them to attempt on their own.	
TIER 3: Gifted (High flyers) To continue writing the essays when they have finished helping the others.	
ASSESSMENT ACTIVITIES	
Write a paragraph on results of colonisation for the Ashanti kingdom using the case study. Start it as a classwork and complete as homework. Activity 5- Via Afrika- page 193. Learners must write on one of either the British gains, The negative or the positive results for the Ashanti people.	
REFLECTION:	

GRADE 8**TERM 3: HISTORY****TOPIC: THE SCRAMBLE FOR AFRICA****EUROPEAN COLONISATION OF AFRICA IN THE LATE 19TH CENTURY****NOTES ON THE EUROPEAN COLONISATION OF AFRICA IN THE LATE 19TH CENTURY****THE CAUSES OF COLONISATION****1. END OF SLAVERY**

- Some people argue that Britain colonised Africa in order to prevent the Muslims from continuing practising slavery.

2. CAPITALISM

- After the end of slavery, Europeans wanted to continue trade with Africa
- Africa was and still rich in minerals and the European countries wanted to exploit them.
- Locals were forced to produce coffee and rubber and mine gold and diamonds
- The profit from the sale of these items to European manufacturers was taken to Europe.

3. POLITICS

- After the unification of Germany and Italy, there were no smaller states that could be taken by powerful countries.
- As a result, they look to Africa in order to increase their sphere of influence.

4. EXPLORATION

- Some Europeans visited Africa to explore her people and land.
- However, as time went by, they changed and the desire for adventure turned into a desire for Africa's riches.

5. MEDICAL TECHNOLOGY

- Before colonisation, Europeans feared visiting Africa because of malaria-carrying mosquitoes.
- With new medical technology, a cure for malaria was found.
- In the 1850s it was discovered that quinine was an effective medical treatment for malaria.
- This reduced European deaths from malaria by about four-fifths.
- It also made it possible for the European armies to go into even most badly infested malaria areas in different parts of the continent.

6. MILITARY DEVELOPMENT

- The invention of better weapons encouraged the Europeans countries to colonise Africa.
- Africans had inferior weapons and were easily defeated in some parts of Africa.

7. RACISM AND RELIGIONS

- Many Europeans thought that God had created them superior and Africans were inferior.
- They believed that it was their God-given duty to 'civilise' Africans.
- They brought Christianity to Africa claiming to change Africans' 'primitive' ways of living.
- Many Europeans also believed that Africans did not deserve their minerals and fertile lands because they were inferior to Europeans.

8. RIVALRY

- There was some rivalry between European countries
- Each country tried to colonise as many African countries as possible to become more powerful than their rivals.

THE RESULTS OF COLONISATION

A. NEGATIVE RESULTS OF COLONISATION

1. SOCIAL AND CULTURAL RESULTS

- African culture was destroyed. Colonial clothes and buildings replaced African clothes and buildings.
- New borders incorporated different chiefdoms and kingdoms. As a result, some languages and histories were extinct.
- Missionaries brought Christianity. This influenced many Africans to stop following their own religions
- A new calendar, languages, and writing were introduced.

2. POLITICAL RESULTS

- British representatives replaced the traditional chiefs in the British colonies.
- In many territories, Europeans indirectly ruled Africans through the local chief.
- Africans were robbed of their autonomy and were oppressed in their own land of birth.
- Foreign systems of government were introduced e.g. direct rule
- New artificial boundaries were created. This led to ethnic tensions in some areas.
- New military systems were introduced.
- Those who resisted the colonisers were imprisoned, banned, banished or even killed.

3. ECONOMIC RESULTS

- Africans were forced into labour through the introduction of a money-based economy. This weakened their previous self-sufficiency and made them dependent on imported goods.
- African minerals, land and other resources were exploited.
- Africa thus became a primary producer of raw material that was exported to Europe and then turned into finished good.
- These finished goods were then exported to Africa.
- In this way, Africa helped make Europeans countries rich while being trapped in poverty and dependency

B. POSITIVE RESULTS OF COLONISATION

- Western way of life had some positive results e.g. education.
- Roads and rail networks were built
- New mining and industrial technology was brought to Africa
- New irrigation methods were introduced.
- Better sanitation (piped water and sewage systems) was introduced
- Hospitals, schools, clinics, western-style houses and administration buildings were built.
- Africans learned about new economies.

THE ASHANTI KINGDOM

1. THE COAST OF WEST AFRICA BEFORE EUROPEANS ARRIVED

- By about 1400 there several strong Akani states in West Africa
- Before the arrival of the Europeans, the coast consisted of areas like Malinke (Mali Empire), the Bure (modern Guinea) and Ashanti (modern Ghana)
- There were many states in these areas but the most powerful were the Gao and Kamení in Sudan and the Ashanti.
- The Mole Dagbani states like the Mamprusi, Dagomba and Gonjawere found in the north of the west Coast.
- These states were mainly Muslims who depended on gold trade.
- The Mossi states such as Yatanga and Wagadugu were found on the west Coast
- In the middle were the Sisala, Kariya and Talen chiefdoms.
- The states were dependent on farming for subsistence and were mainly the Ashanti group.

THE ASHANTI AND THEIR EARLY CONTACT WITH EUROPEAN TRADERS AND EXPLORERS

- The Ashanti Empire (or Confederacy) also known as Asanteman (1701-1896) was a West African state of the Ashanti people, the Akani people of the Ashanti Region now Ghana.
- The Ashanti are a major ethnic group in Ghana, a powerful, militaristic and highly disciplined
- The Portuguese were the first to arrive in West Africa and they constructed El Mina fort in 1482.
- They called the area Gold Coast.
- By the 18th century, there were European trading posts roughly every 15 kilometres along the Gold Coast.

2. THE BRITISH AND THE COLONISATION OF THE GOLD COAST

- The British became dominant in west coast of Africa and by 1872, they had colonised the coastal areas.
- One of the state's conquered was Ashanti.
- Between 1824 and 1901 the British fought four wars against the Ashanti
- The Ashanti defeated THE British Empire in the first three wars but, in the end, the Ashanti kingdom became part of the British colony known as the Gold Coast.
- In 1896, the British occupied the Ashanti capital, Kumasi.
- They sent King Prempeh 1 and several chiefs and elders into exile.
- Prempeh's followers hid the Golden Stool in a secret place to prevent it from falling into British hands.
- Major Hogdson was appointed as the British Governor in 1898.
- He wanted to defeat the Ashanti once and for all.
- At a meeting in 1900, he demanded that the Ashanti leaders hand over the Golden Stool so that he could sit on it.
- That was an insult to the leaders and the Ashanti kingdom.
 - The Golden Stool is a sacred symbol of Ashanti unity and nationhood
 - According to the Ashanti myth, the Golden Stool descended from the skies, which contained the soul of the Ashanti people.
- He was not allowed to sit on the stool.
- Another thorny issue was the request for the return of the king.
- Yaa Asantewaa, the Queen Mother, persuaded the Ashanti to fight back
- The Ashanti and the British fought battles in what became known as the 'War of the Golden Stool'.
- The British finally defeated the Ashanti in 1902.
- The British never found the stool.
- Asantewaa and other Ashanti leaders were sent into exile to join Prempeh.
- Ashanti became
- The Power of the Ashanti kingdom had been broken.

3. THE RESULTS OF COLONISATION FOR ASHANTI KINGDOM AND BRITAIN

A. THE ASHANTI:

- The Ashanti people lost their freedom.
- The Ashanti people no longer enjoyed political rights.
- Power was taken away from the legitimate Ashanti leaders.
- People were forcibly removed from their land onto farms or into factories.
- They were turned to cheap labour in order to enrich the British.
- The Ashanti people were forced to work and pay taxes to the British authorities

B. THE BRITISH

- The British took control of all the economic and political aspects of the Ashanti kingdom.
- The British installed their own people to govern the state.
- The British extracted as much possible from the Gold Coast with little cost to them

They spent money on things that they wanted as quickly as possible to the harbours where they could be shipped to Europe.

ACTIVITIES TERM 3.

QUESTION 1

WHY DID EUROPEAN COUNTRIES DECIDED TO COLONISE AFRICAN COUNTRIES?

1.1. Source 1A

- | | | |
|--------|--|-----------|
| 1.1.1. | Defining the historical concept in own words L1 | |
| | <ul style="list-style-type: none"> • A process of overpowering a country in order to control its resources and control it socially and politically | 1 X 2 (2) |
| 1.1.2. | Extraction of information from the source | |
| | <ul style="list-style-type: none"> • Economic • Political • Religious | 3 x 1 (3) |
| 1.1.3. | Interpretation of information from Source 1A – L2 | 2 x 2 (4) |
| | <ul style="list-style-type: none"> • Africa was rich on mineral resources • African people were not aware of the natural resources • Africans were not strong enough to defend their land from European occupation • Any other relevant response | |
| 1.1.4. | Interpretation of information from Source 1 A – L2 | 2 x 2 (4) |
| | <ul style="list-style-type: none"> • Slaves were the source of labour • Slaves were sold for profit • Any other relevant response | |

1.2. Source 1B

- | | | |
|--------|---|-----------|
| 1.2.1. | Extraction of information from Source 1B – L1 | 3 x 1 (3) |
| | <ul style="list-style-type: none"> • Belgium • Britain • France • Germany • Portugal • Spain • Italy • Any 3 of the above | |

- 1.2.2 Explanation of information from Source 1 B – L2 2 x 2 (4)
- Britain had a very strong army and weapons
 - Britain was always supported by America
 - Britain was financially fit/strong
 - Any other relevant response
- 1.2.3. Explanation of information from Source 1 B – L2 2 x 2 (4)
- African people were not civilized
 - Africans did not have compatible weapons to defend themselves
 - Africans used traditional methods of fighting which were ineffective
 - Any other relevant response
- 1.2.4. Explaining the reliability of the Source 1B – L3 2 x 2 (4)
- This is an African map showing annexed African states
 - This map shows which countries were involved in colonisation of Africa
 - Any other relevant response
- 1.3. Source 1C**
- 1.3.1. Extraction of information from Source 1C – L1 1 X 2 (2)
- King leopard of Belgium
- 1.3.2. Explaining the message conveyed by Source 1C – L2 1 X 2 (2)
- The European countries were discussing about the annexation of Africa
 - European countries were preparing to colonise Africa
 - Any other relevant response
- 1.3.3. Determining the usefulness of Source 1C – L3 1 X 2 (2)
- This cartoon is useful because it reflects the colonisation of Africa. The name Afrique is written.
 - This cartoon is a portrayal of African colonisation king leopard of Belgium hosting the meeting
 - Any other relevant response
- 1.4. Comparing information from different Sources L3 2 x 2 (4)
- Both sources highlight the colonisation of Africa
 - Source 1A states that Africa was colonized by European countries and source 1B shows European countries that were involved in colonisation of Africa

1.5 Paragraph

- European countries colonised Africa for many reasons including economic, political and religion
- European countries economy was falling apart and Africa was the only option
- The imperialism also resulted to European countries to extend their authority in Africa
- The desire of European countries to spread the Christianity religion resulted to colonisation of Africa
- Europeans easily acquired products like oil, ivory, rubber, palm oil, wood, cotton and gum
- Africa's colonisation was also as a result of European rivalries, where Britain and France had been in a dispute since the Hundred Year's War.
- Any other relevant response

RUBRIC FOR PARAGRAPH MARKING		
Levels	Descriptors	Marks
Level 1	• Uses evidence in an elementary manner e.g. explaining why did European countries decided to colonise African countries • shows little or no understanding of the question • Uses evidence partially to report on topic or cannot report on topic. explaining why did European countries decided to colonise African countries	0 - 2
Level 2	• Evidence is mostly relevant and relates to a great extent to the topic e.g. explaining why did European countries decided to colonise African countries • Uses evidence in a basic manner.	3 - 5
Level 3	• Uses relevant evidence e.g. explaining why did European countries decided to colonise African countries • Uses evidence very effectively in an organized paragraph that shows an understanding of the topic. Explaining why did European countries decided to colonise African countries	6 - 8
		(8 marks)

DISCIPLINE: Geography : ☐ History : ☒					
TOPIC: WORLD WAR 1(1914-1918)					
DIAGNOSTIC REPORTS:					
LESSON					
TERM	4	WEEK		GRADE	8
DURATION	1 hour	DATE			
SUB-TOPIC	Countries in Europe which fought: Allied powers vs central powers Immediate cause: Assassination of Archduke of Austria at Sarajevo.				
SPECIFIC AIMS	Finding a variety of information about the past Selecting relevant information				
SKILLS	Being able to bring together info from text, visual material, Who? When? Where? Which? How? What?				
EAC	Reading Speaking, listening, writing				
RELATED CONCEPTS/ TERMS/ VOCABULARY:					
Manufacturing, nationalism, militarisation					
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE:					
Introduction of WW1 concept.					
RESOURCES: Via Afrika SS, pg. 243-use map only not notes. Platinum pg. 197 use notes.					
ERRORS/ MISCONCEPTIONS/ PROBLEM AREAS:					
METHODOLOGY					
TEACHER ACTIVITIES			LEARNER ACTIVITIES		
Introduction of the topic using notes to clarify the causes of the war and which, sides were involved. Ask questions using the key questions above.			Use notes to answer the questions verbally. Compile own short summaries on what was taught.		
CURRICULUM DIFFERENTIATION					
TIER 1: (Learners at risk)					
TIER 2: Average (Moderate)					
TIER 3: Gifted (High flyers)					
ASSESSMENT ACTIVITIES					
Verbal activity questions g 197 - Platinum					
REFLECTION:					

DISCIPLINE: Geography : ☐ History : ☒					
TOPIC: WORLD WAR 1(1914-1918)					
DIAGNOSTIC REPORTS:					
LESSON					
TERM	4	WEEK		GRADE	8
DURATION	2 hours	DATE			
SUB-TOPIC	- Reasons why World War 1 broke out. - Overview of long term causes: nationalism, industrial economies, control of seas, colonisation and empires.				
SPECIFIC AIMS	Finding a variety of information about the past Selecting relevant information Writing history in an organised way with a logical line of argument.				
SKILLS	Being able to bring together info from text, visual material, essay writing Who? When? Where? Which? How? What?				
EAC	Reading Speaking, listening, writing				
RELATED CONCEPTS/ TERMS/ VOCABULARY:					
Militarisation,					
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE:					
Previous lessons					
RESOURCES: Via Afrika SS pg 238-9, Platinum pg. 198-9					
ERRORS/ MISCONCEPTIONS/ PROBLEM AREAS:					
METHODOLOGY					
TEACHER ACTIVITIES			LEARNER ACTIVITIES		
Discussion and brainstorming of handouts on the long term causes of the WW1 Use note to clarify and unpack the causes and guide learners to create a mind map building up to essay writing. Discuss guidelines of essay writing.			Discussing and responding to questions verbally. Writing of a paragraph with guidance by the teacher.		
CURRICULUM DIFFERENTIATION					
TIER 1: (Learners at risk)					
TIER 2: Average (Moderate)					
TIER 3: Gifted (High flyers)					
ASSESSMENT ACTIVITIES					
Activity 1 Via Afrika- pg. 240 Create a mind map as a build up to an essay. Use mind map to practice essay writing.					
REFLECTION:					

DISCIPLINE: Geography : ☐ History : ☒					
TOPIC: WORLD WAR 1(1914-1918)					
LESSON					
TERM	4	WEEK		GRADE	8
DURATION	2 hour	DATE			
SUB-TOPIC	Women in Britain during World War 1 - Changing roles of women in the workplace in Britain in WW1.				
SPECIFIC AIMS	Finding a variety of information about the past Selecting relevant information				
SKILLS	Being able to bring together info from text, visual material, essay writing Who? When? Where? Which? How? What?				
EAC	Reading Speaking, listening, writing				
RELATED CONCEPTS/ TERMS/ VOCABULARY:					
Franchise, menial, unsung heroes, suffrage, trade unions,					
PRIOR-KNOWLEDGE/ BACKGROUND KNOWLEDGE:					
Previous lessons					
RESOURCES: Via Afrika SS pg. 256-257, Platinum pg. 218-219 notes and pictures.					
ERRORS/ MISCONCEPTIONS/ PROBLEM AREAS:					
METHODOLOGY					
TEACHER ACTIVITIES			LEARNER ACTIVITIES		
Read notes and study pictures of women in the various workplaces. Ask questions. Conduct activity 1			Read notes, study pictures and respond to questions. Complete the given activities in writing.		
CURRICULUM DIFFERENTIATION					
TIER 1: (Learners at risk)					
TIER 2: Average (Moderate)					
TIER 3: Gifted (High flyers)					
ASSESSMENT ACTIVITIES					
Activity 1 Platinum- pg. 219 Activity 7.1 Via Afrika pg. 259- essay					
REFLECTION					

Educator signature:

Departmental Head:

TOPIC 4

CAUSES OF WORLD WAR 1 AND ASPECTS OF PEOPLE'S EXPERIENCE AT HOME AND AT WAR

A. REASONS WHY WORLD WAR 1 BROKE OUT (OVERVIEW OF THE LONG TERM CAUSES)

- **NATIONALISM**

- By the end of the 19th century, European countries were competing for political, economic power and prestige.
- Citizens became proud of their countries' achievements.
- They were prepared to go to war and fight for their countries.
- This pride and devotion to one's country is defined as nationalism.
- In the early 1900, the empire most affected by nationalism was the Austrian empire.
- It ruled over an area known as the Balkans.
- Many different peoples or nationalities lived in the Balkans.
- These nationalities wanted freedom to rule themselves rather than by the emperor of Austria

- **INDUSTRIAL ECONOMIES**

- Countries like Britain were proud of the achievements and their power in the world through mainly slavery and conquest.
- Britain was the first country to become industrialised in the 19th century.
- Britain had become very rich through manufacturing.
- Germany had begun to catch up and was producing iron, steel, and cars.
- By the end of the 20th century, Britain was no longer the leading industrial country in Europe.
- These countries had also technology to manufacture weapons such as machine guns and poison gas.
- Armament contributed to tension in among the European countries and in part fuelled the war.

- **CONTROL OF THE SEAS**

- Tension had been building up in Europe for many years.
- The main rivals were Britain and Germany.
- To sustain their empires, Britain and Germany had to have powerful navies.
- Britain had the most powerful navy in the world.
- Its navy was used to protect the British coastline, the large empire overseas and the British trade routes across the world.
- In the early 1900s, the German Kaiser decided to build a big naval weaponry to challenge the power of the British navy.
- This challenge was called the 'naval race' with both sides trying to build bigger and better weapons and ships.
- In response to this, Britain manufactured a new warship called the Dreadnought.
- The Dreadnought had an armoured deck, with fast-firing heavy guns.
- Germany responded by trying to build even more superior warships.
- The naval race intensified.

B. IMMEDIATE CAUSE OF WORLD WAR 1

- **THE ASSASSINATION OF THE ARCHDUKE OF AUSTRIA AT SARAJEVO**

- The immediate cause of World War 1 was the assassination of Archduke Franz Ferdinand, the heir to the Austrian throne.
- By the early 20th century, the Austrian Empire controlled most of the Balkans region.
- One of the areas in the region, Serbia, which borders Bosnia, wanted to be independent from the empire.
- Many Serbs were prepared to fight and die for freedom from the Austrian rule.
- Russia supported Serbia because they were afraid that the spread of the Austrian-Hungary Empire would block their access to the Mediterranean Sea.
- On 28 June 1914, the Archduke and his wife were inspecting Austrian troops in Sarajevo, the capital of Bosnia.
- On this day they were assassinated by a Serb whose name was Gavrilo Princip.
- The assassination of the Archduke made Austrians angry and set off a chain of events that led to the outbreak of the war.

C. COUNTRIES IN EUROPE THAT FOUGHT IN THE WAR

- In the main, it was a European war but eventually affected almost the whole world.
- The countries at the forefront of the war were in Europe.
- They were divided into Allied Powers and Central Powers
 - Allied Powers: Britain, France and Russia
 - Central Powers: Germany, Austrian-Hungary and Italy.
- After the assassination of the heir to the Austrian-Hungary throne, Germany promise to help Austria if war broke out.
- With the Germany's assistance, Austria attacked Serbia on 28 July 1914.
- Russia in turn, declared war on Austria and Germany.
- France also declared war on Austria and Germany.
- Germany wanted to defeat France as quickly as possible so that it could concentrate on conquering Russia.
- On 4 August 1914, Britain declared war on Germany.
- She had an alliance with both Russia and France.
- All of the colonies of the various European countries also declared war.

D. ASPECTS OF EXPERIENCES IN WORLD WAR 1

- Conscription and propaganda in Britain.
 - At the start of the war, men joined the army voluntarily and in great numbers.
 - By January 1915 over a million men had signed up to be soldiers.
 - Many of these men were convinced by propaganda (information inaccurate, false, exaggerated (disinformation, misinformation, ill-information))
 - They were convinced that it was their duty to fight for their country.
 - If they did not fight, the enemy would invade and rule their country.
 - Despite the initial enthusiasm for war and the widespread use of propaganda, there were not enough men in the British army by January 1916.
 - The British government then introduced conscription.
 - At first this applied only to all men between the ages of 18 to 41, but then it was extended to include married men.
- Conscientious objectors
 - Not everyone believed that it was right to fight in a war.
 - Some men refused to fight because they believed that it was wrong to kill other people under any circumstances or against their religion.
 - The men were called conscientious objectors.
 - The government took a very firm stand against conscientious objectors.
 - It portrayed them as lazy and unpatriotic, ungrateful shirkers seeking to benefit from the sacrifices of others.
 - About 6000 conscientious objectors in Britain were imprisoned.
 - Another 3 000 were sent to special work camps.

- Trench warfare on the Western Front
 - At the beginning of the war, the German army swept into France where it came up against the French and British armies.
 - The machine gun fire killed many soldiers on both sides.
 - In order to defend themselves the soldiers started to dig wide trenches.
 - As the war dragged on, these trenches became a maze that was over 600 kilometres long.
 - They stretched from the English Channel in the north, to the border of Switzerland in the south.
 - This became known as the Western Front.
 - The trenches on the front were about 2m deep and 2m wide.
 - They had sandbags on top to protect them from enemy bullets.
 - The soldiers walked on boards to avoid the muddy ground.
 - They rested in holes carved into the sides of the trenches.
 - They had to be careful to keep heads below the top of the trenches in case they had their heads blown off by enemy bullets.

- Music and poetry
 - There were many songs and poems written about the experiences of soldiers in World War 1.
 - Some were written in support of the war, as there were many soldiers who were proud to fight for their country.
 - They were also used to boost morale in the face of the horrors of the war.
 - In Flanders Fields' is a poem written by a soldier who witnessed death all around him.
 - It is a sad poem (melancholy) that was written from the point of view of the dead.
 - It tells of the dead soldier's sacrifice.
 - The poem was written in the early years of the war, before soldiers realised how long and awful the war would become

- World War 1 and South Africa
 - When World War broke out, South Africa (once a British colony) sided with Britain and went to war against Germany.
 - White and black men volunteered for service in the armed forces.
 - Black men were not allowed to carry weapons.
 - African and Indian men served as non-combatants.
 - South African soldiers went to fight in other parts of Africa and Europe.
 - One of the most horrific battles of the war was fought at Delville Wood in France in August 1916.
 - The fighting went on for five days.
 - It left 2400 South African dead out of 3152 men.
 - Another loss for South Africa was the sinking of battleship **S.S. Mendi**.
 - The battleship carried African non-combatants to the battlefield on the Western Front.

- The soldiers on board the **S.S.Mendi** were from the rural areas of the Eastern Cape.
- They were not allowed to fight with guns.
- They were expected to dig trenches, carry stretchers, repair roads and carry out other hard labour.
- The battleship did not reach the Western Front
- On 21 February 1917 the S.S. Mendi collided with S.S. Daro and sank.

E. WOMEN IN BRITAIN DURING WORLD WAR 1

- Changing roles of women in the workplace in Britain.
 - Women became involved in workplaces outside of the home to fill the gaps left by men.
 - More and more women worked in factories and steel mills, drove busses, fire trucks and ambulances, helped build ships and worked on farms.
 - The most common factories that employed women were munitions.
 - These factories made the weapons and shells for the use on the Western Front.
 - Some women went to the war zones where they worked for organisations like the Red Cross as nurses and ambulance drivers.
 - After the war, many women chose to go back to being housewives.
 - Other women chose to continue working and became more independent.

F. EMILY PANKRUST AND THE CAMPAIGN FOR THE VOTE FOR WOMEN IN BRITAIN

- There was a parliament of elected male members and it had power to make laws, only rich men could vote.
- Before the war, women were not allowed to vote in government elections in Britain, or in most other parts of the world.
- There were groups of women called **suffragettes** who started to fight for women to have the right to vote.
- One of the main leaders of the Suffragette Movement in Britain was Emily Pankhurst.
- Emily Pankhurst worked tirelessly for the right for women to vote
- The suffragettes:
 - Used civil disobedience to get attention of the public and the press.
 - They broke the windows of government buildings.
 - They smashed shop windows.
 - They marched to Downing Street and threw small stones through the windows of the Prime Minister's house.
 - They chained themselves to the railings Parliament.
 - Hundreds of **Suffragettes** were arrested and imprisoned.
 - While in prisons, they embarked on a Hunger strike.
- In 1918, women gained the vote. Women had to be 30 years old to vote.
- Men could vote at the age of 21.

TERM 4: WORLD WAR ONE 1914 - 1917

ACTIVITIES

QUESTION 1: WHAT WERE THE CAUSES OF THE WORLD WAR ONE FROM 1914 TO 1919?

1.1. SOURCE 1 A

- | | | |
|--------|---|-----------|
| 1.1.1. | <i>Extraction of information from source 1A - L1</i> | 1 X 1 (1) |
| | <ul style="list-style-type: none"> • The great war | |
| 1.1.2. | <i>Interpretation of information from source 1A – L1</i> | 1 X 2 (2) |
| | <ul style="list-style-type: none"> • The assassination of Archduke Franz Ferdinand | |
| 1.1.3. | <i>Extraction of information from source 1A – L1</i> | 4 X 1 (4) |
| | <ul style="list-style-type: none"> • Great Britain, France, Russia, Italy, Romania, Canada, Japan and the United States • ANY FOUR | |
| 1.1.4. | <i>Explanation of information from source 1A – L2</i> | 2 X 2 (4) |
| | <ul style="list-style-type: none"> • Millions of people died and more were injured • Economy was devastated due to destruction of infrastructure • Any other relevant response | |

1.2. SOURCE 1B

- | | | |
|--------|--|-----------|
| 1.2.1. | <i>Interpretation of evidence from source 1B - L2</i> | 2 X 2 (4) |
| | <ul style="list-style-type: none"> • Soldiers were going to the first world war • Soldiers were prepared for the first world war • First world war had begun • Any other relevant response | |
| 1.2.2 | <i>Commenting on the limitations of source 1B -L3</i> | 1 X 2 (2) |
| | <ul style="list-style-type: none"> • This source does not show which country did they belong • Few soldiers are seen carrying weapons • These soldiers are not fighting but just walking • Any other relevant response | |
| 1.2.3 | <i>Determining the usefulness of source 1B - L3</i> | 1 X 2 (2) |
| | <ul style="list-style-type: none"> • This source is useful because it shows soldiers carrying guns • This source is an evidence that some countries were prepared for the war • Any other relevant response | |

1.3. SOURCE 1C

- | | | |
|--------|---|-----------|
| 1.3.1. | <i>Extraction of information from source 1 C – L1</i> | 1 X 1 (1) |
| | <ul style="list-style-type: none"> • 16 Million people | |
| 1.3.2. | <i>Extraction of information from source 1C</i> | 4 X 1 (4) |
| | <ul style="list-style-type: none"> • writers, • artists, • teachers, | |

- inventors
- and leaders

- 1.3.3. *Interpretation of information from source 1C – L1* 2 X 2 (4)
- There were air plans that can fire from the sky
 - There were submarine for the war
 - Military developments were sophisticated in most countries
 - Any other relevant response
- 1.3.4 *Extraction of information from the source 1C – L1* 1 X 2 (2)
- To help enlist US support for the Allies

1.4. Paragraph

- There many causes resulted to world war amongst them were nationalism, industrial economies, control of the sea and colonisation and empire.
- The final trigger to world war one was the assassination of Archduke Franz Ferdinand of Austria (Source 1A)
- There were new military technologies and horrors of trench warfare (Source 1A)
- The re extraordinary levels of carnage and destruction (Source 1A)
- Millions of people died from the war including soldiers and civilians (Source 1C)
- Infrastructure was destroyed economy was devastated
- Propaganda was used to help enlist US support for the allies (Source 1C)
- Any other relevant response

RUBRIC FOR PARAGRAPH MARKING		
Levels	Descriptors	Marks
Level 1	• Uses evidence in an elementary manner e.g. explaining the causes and impact of world war one. • shows little or no understanding of the question • Uses evidence partially to report on topic or cannot report on topic explaining the causes and impact of world war one	0 - 2

Level 2	- Evidence is mostly relevant and relates to a great extent to the topic e.g. explaining the causes and impact of world war one - Uses evidence in a basic manner.	3 - 5
Level 3	- Uses relevant evidence e.g. explaining the causes and impact of world war one - Uses evidence very effectively in an organized paragraph that shows an understanding of the topic. explaining the causes and impact of world war one	6 - 8
		(8 marks)

QUESTION 2: TO WHAT EXTENT DID THE FIRST WORLD WAR AFFECTED SOUTH AFRICA IN 1914 – 1918?

2.1 SOURCE 2A

2.1.1. *Extraction of evidence from Source 2A – L1* 1 X 1 (1)

- July 1916

2.1.2. *Extraction of information from Source 2A – L1* 2 X 1 (2)

- South Africa
- Germany

2.1.3. *Explaining the reliability of Source 2A- L3* 2 X 2 (4)

It is reliable

- It is a first hand account of a journalist
- It is a primary source, a journal
- It highlights the south African situation of the world war one
- It states that 2 384 men were dead and 755 men had survived

2.1. SOURCE 2B

2.2.1 *Extraction of evidence from Source 2B – L1* 2 X 1 (2)

- Mendi disaster
- Battle of Delville

2.2.2. *Explanation of information from Source 2B – L2* 1 X 2 (2)

- They have never seen the sea before
- They were brave to face the sea and death
- They were highly trained
- Any other relevant response

- 2.2.3 *Explanation of information from Source 2B – L2* 1 X 2 (2)
- It killed many soldiers
 - It weakened the south African military
 - Any other relevant response

2.3. **SOURCE 2C**

- 2.3.1. *Explanation of information Source 2C – L2* 1 X 2 (2)
- To show the image of SS Mendi
 - To show the evidence of the ship that sink south African soldiers
 - Any other relevant response

- 2.3.2. *Determining the usefulness of Source 2C – L3* 2 X 2 (4)
- This source is useful
 - It is a picture a primary source
 - It shows the picture of the SS Mendi
 - Any other relevant response

- 2.3. *Comparing source 2B and 2C L3* 2 X 2 (4)
- Both sources highlight the incident of first world war
- Source 2B focuses on the impact of world war one on south African soldiers and Source 2C shows the picture of SS Mendi ship used by south African soldiers
- Any other relevant response

2.4 **SOURCE 2D**

- 2.4.1. *Extraction of information from the Source 2D – L1* 1 X 1 (1)
- DEATH

- 2.4.2. *Determining the reliability of Source 2D – L3* 1 X 2 (2)
- It is reliable**

- It reflects the first world war
- The poem was published in 1915 during the war
- Any other relevant response

- 2.4.3. *Determining the justification of information from Source 2D – L3* 2 X 2 (4)

It was justified

- Soldiers were terrified during the world war
- The speaker reflects on real conditions that soldiers experienced during ww1
- Any other relevant response

2.4. **Paragraph**

- South African and German forces bombaded each other with guns...(Source2A)

- By the middle of the month, South Africans were on the edge of Deville Wood(Source 2A)
- The Mendi disaster was one of South Africa's worst tragedies of the First World War, second perhaps only to the Battle of Delville Wood (Source 2B)
- South African troops died and where many more were wounded or injured (Source 2B)
- African disaster of the war could claim to have killed quite so many men so suddenly or so senselessly than could the sinking of the Mendi (Source 2B)
- Many south Africans died from the war
- Economy was devastated by the effects of the war
- Any other relevant response

RUBRIC FOR PARAGRAPH MARKING		
Levels	Descriptors	Marks
Level 1	Uses evidence in an elementary manner e.g. explain how south African soldiers were affected by the first world war. • shows little or no understanding of the question Uses evidence partially to report on topic or cannot report on topic explain how south African soldiers were affected by the first world war. •	0 - 2
Level 2	Evidence is mostly relevant and relates to a great extent to the topic e.g. explain how South African soldiers were affected by the first world war. • Uses evidence in a basic manner.	3 - 5
Level 3	Uses relevant evidence e.g. explain how south African soldiers were affected by the first world war Uses evidence very effectively in an organized paragraph that shows an understanding of the topic. explain how south African soldiers were affected by the first world war.	6 - 8
		(8 marks)

ESSAY WRITING

Paragraph writing, synthesizing, analysing, interpreting of information

- A learner may use the following points
Children worked for long hours (Source 2A)
Children were often forced to work (Source 2b)
Children were not paid enough wages for the work (Source 2b)
Children suffered from malnutrition and poor health (Source 2b)
Children did not have enough money to buy food (Source 2b)
Children were also too exhausted to cook proper meals (Source 2b)
Children were put at risk of getting injured and sick (Source 2b)
Children had to work quickly to cover the production time.
Some children died working under unhealthy and dangerous conditions

*any relevant answer

RUBRIC FOR PARAGRAPH MARKING		
Levels	Descriptors	Marks
Level 1	• Uses evidence in an elementary manner e.g. explaining the impact of industrial revolution on children of Britain • shows little or no understanding of the question • Uses evidence partially to report on topic or cannot report on topic of explaining the impact of industrial revolution on children of Britain.	0 - 2
Level 2	• Evidence is mostly relevant and relates to a great extent to the topic e.g. explaining the impact of industrial revolution on children of Britain • Uses evidence in a basic manner.	3 - 5
Level 3	• Uses relevant evidence e.g. explaining the impact of industrial revolution on children of Britain. • Uses evidence very effectively in an organized paragraph that shows an understanding of the topic of explaining the impact of industrial revolution on children of Britain.	6 - 8
		(8 marks)

QUESTION 2.5. ESSAY

Write an essay of about one page long on the following questions

2.5 Critically discuss the major changes that were brought in by the industrial revolution in Britain from the 18th century. (20)

Essay response

Synopsis

Candidates need to critically discuss the main causes of the first world war from 1900s

Introduction

A learner is expected to introduce the topic briefly by stating what the essay will be discussing the main causes of the first world war from 1900s

Elaboration

A learner may provide the following points

- Nationalism completion of European countries to be the richest, most powerful and strongest European nation.
- Industrial economies. British were very proud of their achievements and their power in the world
- Control of the sea. The tension had been building up in Europe for many years Britain had the strongest navy in the world. It used the navy to protect its coastline
- Colonisation and empire. European countries colonised many countries in the world
- Any other relevant response

Conclusion

Conclusion should be a summary of the argument presented not of the content.

BIBLIOGRAPHY

- A History of South Africa, M. Roberts, Longman group, UK, 1990.
- A New History of South Africa, N. Parsons, Macmillan, Basingstoke, 1994.
- Ducksters. (2022). Industrial Revolution: Child Labour. Ducksters. Retrieved from www.ducksters.com/history/us-1800s/ child labour. Retrieved 23 June 2022
- Gold and Workers, L. Callinicos, Ravan Press, Johannesburg, 1981.
- History Alive 8, J.R. Lamplaughe et al, Shuter & Shooter, Pietermaritzburg, 1988
- Oxford Successful, Social Sciences Learner's Book. J. Battaro, S. Cohen *et al.* Oxford University Press Southern Africa, 2013.
- Platinum Social Sciences Learner's Book 8, R Johhannesson, M. Monteith. Pearson Marang, 2013
- Studies in the Economic and Social History of the Witwatersrand 1886-1914, Van Onselen, Ravan, 1982
- Viva, Social Sciences Learner's Book. F Ebrahim, V. Jardine *et al.* Vivlia Publishers and Booksellers (PTY) Ltd 2013.