



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

SOCIAL SCIENCES

(SS)

Common Tasks for Assessment (CTA)

Grade 9

2007

SECTION A: LEARNER'S BOOK

 Time: 4 hrs

 Marks: 100

 No. Pages: 22

CONTENTS
SUMMARY: SOCIAL SCIENCES (SS)

Day	Page	Learning Outcomes	Task	Activity	Assess. Form	Group or Individual	Marks	Time	Resources
1	9	LO 1& 2 Assessment Standards are within the text.	1	1.1	Map Reading	Individual	40	100 min	Source A1; Source A2 Source B1-3 Sources C, D and E Pen, pencil, ruler, string.
2	12	LO 1, 2 & 3 Assessment Standards are within the text	2	2.1	Contextual Analysis	Group		20/30 min (extra)	Sources C 4 - 6
2	14	LO 2&3 Assessment Standards are within the text		2.2	Contextual Analysis	Individual	25	55 min	Source A1 Sources C1-3 & C4-6
2	18	LO 2&3 Assessment Standards are within the text	3	3.1	Contextual Analysis	Individual	25	55 min	Source A1: Topographical map Sources
2	20	LO 2&3 Assessment Standards are within the text	4	4.1	Data Handling	Individual	10	30 min	Sources D1&D2
							Total: 100	240 Min	

Common Task for Assessment (CTA) Social Sciences

Focus: Globalisation

Total marks: 100

Icons used



Icon to introduce new activity



Activity 1

Icon to introduce a new activity for the task

Activities done

Individual

Group

Contents

Introduction		page 4
Task 1: Map reading and analysis		page 9
Activity 1.1 Orientation – Mapungupwe	s	page 9
Task 2: Contextual analysis		page 12
Activity 2.1 Preparation activity		page 12
Activity 2.2		page 16
Task 3: Contextual analysis		page 18
Activity 3.1		page 18
Task 4 Data Handling – Rights issues		
Activity 4.1 The Constitution		page 20

Introduction

This particular CTA requires four hours of classroom contact time to complete. It will not necessarily be completed on one particular day, but may be spread over two days.

The Common Task for Assessment for Grade 9 is made up of **FOUR** tasks and some tasks have related activities. These tasks are set with the aim of assisting you in the achievement of learning outcomes and Assessment Standards in the Social Sciences learning area. They will guide you towards the attainment of relevant knowledge, skills and values that are contained in the SS Learning Outcomes and related Assessment Standards. This will be done within the context of the globalisation and related contexts worldwide.

The majority of the work required in the tasks will be **completed on your own**, but some developmental work will be done **in groups**. One task requires you to read sources **during time extra** to the CTA working time. Your teacher will be there to help at certain times during the CTA and you will be able to ask him or her for assistance if needed.

The teacher would have discussed certain issues with you with regard to the topic of Globalization. You can arrive at the following result:

- It's been a long time coming, but now it is happening furiously fast—and that is part of the problem.
- So, to “what is it?” and “why is it happening?” we have to add: “is the pace of globalization accelerating—and the answer is a definite “yes”

Glossary Of Terms

Use this glossary to help you decide exactly what is expected of you.

WORD	MEANING
Analyse	Examine or investigate, then break down into parts or elements. Find or show the structure of some written item, music etc. Possibly includes discussion.
Calculate	To use numbers to find out a total number
Compare	To point out or show both similarities and differences
Describe	Give the main characteristics of something or give an account of an event without analysing it.
Discuss	To examine an issue, using argument, through spoken or written debate (write or talk about an issue) and emphasizing different ideas and aspects
Explain	To make clear, interpret, and spell out the material you present. Give reasons for differences of opinion or of results, and try to analyse causes.
Evaluate	Praise and/or criticise. Give your judgement on a decision or item after having looked at all the evidence.
Illustrate	To make the meaning of something clear by using examples.
List	Write a series of short statements, usually using numbers or bullets.
Name	To state something, to list; to give, identify or mention
Rank	To give an item or person a particular position on a list or scale. Usually items /people are listed from first to last or last to first.
Show	To make clear, to point out, to explain
Synthesise	The opposite of analyse. Build up separate elements or facts into a connected whole. Create, compose, modify or improve.

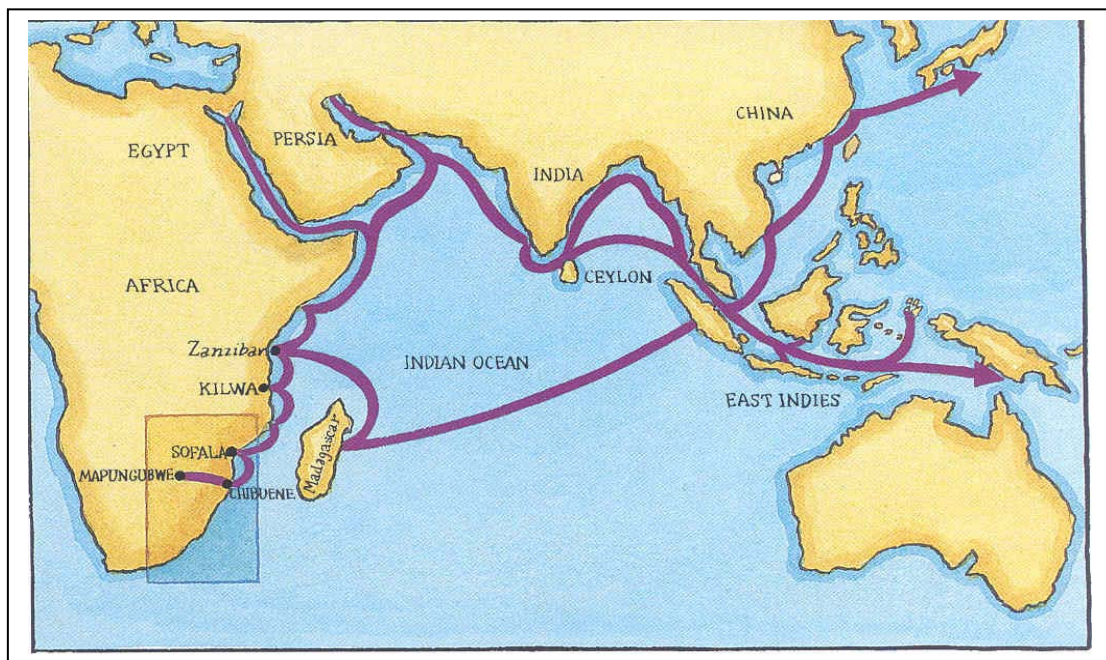
Mapungubwe as an example of early globalisation

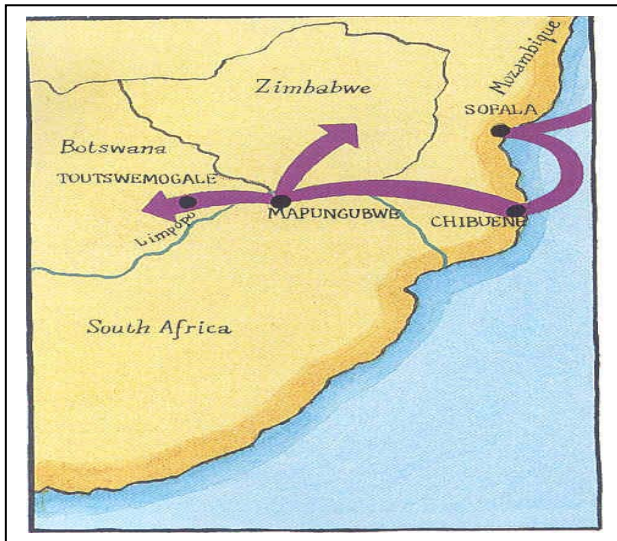
Heritage is really about things from the past that we value. These can be objects like buildings and monuments, places such as rivers and forests, which may have religious or ritualistic importance, people and their ideas. Heritage is also something we want to preserve and pass on to future generations in the belief that it may enrich our lives. Heritage is often defined as our legacy from the past, what we live in the present, and what we pass on to our future generations to learn from, to marvel at and enjoy. Heritage provides us with points of reference that often shape our identity. *From World Heritage in Young Hands – UNESCO*

When thinking about heritage, one needs to consider the natural and cultural aspects of heritage. Generally, **natural and/or ecological value** refers to the physical landscape. It includes features such as lakes, rivers, mountains and wetlands. **Cultural value** refers to the influence of people and their culture. This may include language, religion, beliefs, and architectural and technological achievements. Other places may have symbolic cultural value, such as sites of battlegrounds, places where speeches were made or where people died.

Our first window on globalisation deals with Mapungubwe and that kingdom's trade with China. As we travel northwards and eastwards and northwards across the interior of Africa, try to imagine what it was like one thousand years ago when no roads were available and only peoples and wild animals roamed the sandy grasslands and rocky hills and mountains along your route to Asia.

Mapungubwe in World Context (Source B1)

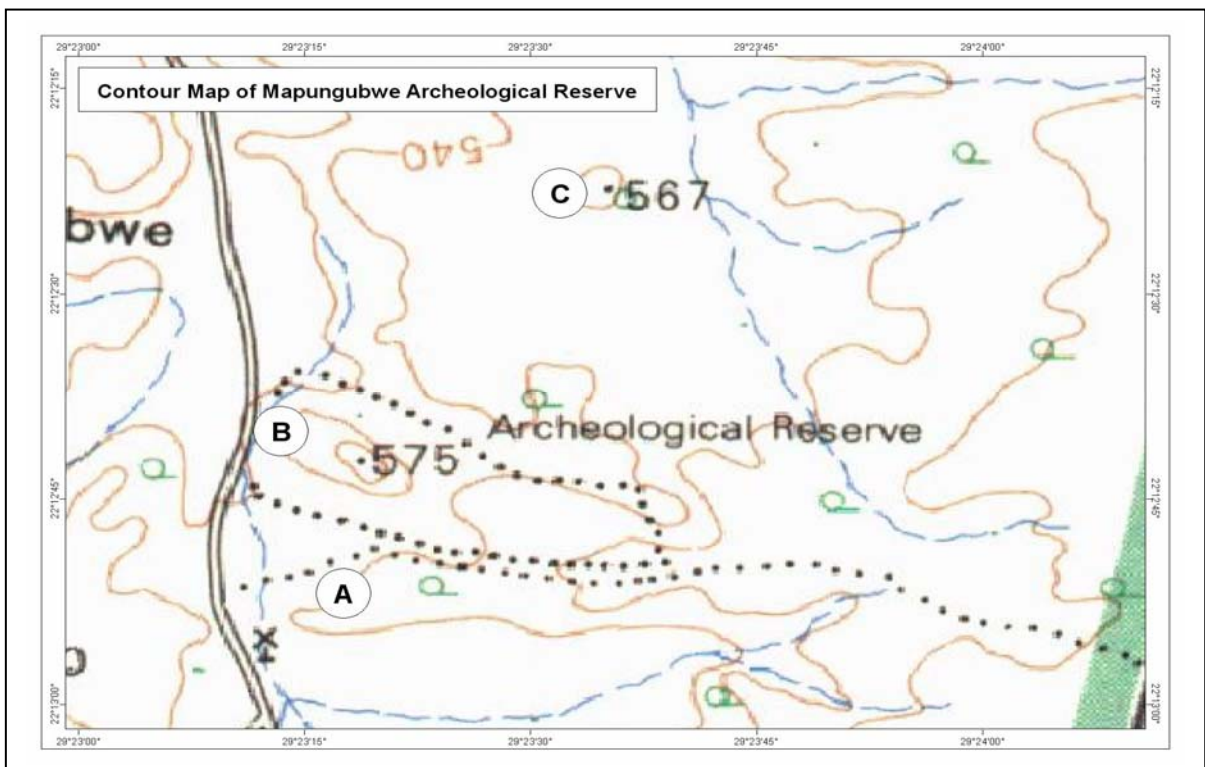




Mapungubwe in Southern African context (Source B2)

The Iron Age sites of Mapungubwe on the farm Greefswald in South Africa represent the K2 and Mapungubwe Iron Age cultures that existed in this region between 1000 AD and 1300 AD. The similarity of ivory objects, pottery remains and imported glass beads excavated at different sites that spread across the modern international boundaries of Botswana, South Africa and Zimbabwe bears witness to the cultural similarity of the people that lived in the Limpopo-Shashe basin during the Iron Age. Mapungubwe was proclaimed a World Heritage Site in July 2003 and is referred to as the Mapungubwe Cultural Landscape. Below find:

Source B3: Contour map of the Mapungubwe Reserve



Archaeological findings of Mapungubwe

Source B4: Mapungubwe Rhino



What else was traded?

Beads: From China

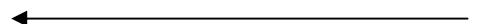
Ivory Tusks: From Mocambique to China



**Source B5:
Golden bowl**



Source B6: This is the top of a sceptre, which was found at the Mapungubwe Archaeological site. It is about 15cm in length



Mapungubwe is best known for its gold. It is thought the gold was mined in what is known today as Zimbabwe and possibly even panned from the Shashe River, which runs through gold-rich areas further north.

It must be stated, that living on the Mapungubwe Hill did not mean that life revolved around cattle. The economy was based in large part on regional and international trade

Day 1

TASK

1

Map Work

This Task deals with:

LO1 – The learner will be able to use enquiry skills to investigate geographical and environmental concepts and processes

LO2: The learner will be able to demonstrate geographical and environmental knowledge and understanding

LO 1 (G):AS: Analyses and reaches conclusions about information from sources such as photos, maps and atlases, graphs and statistics.

LO 2 (G): AS: Provides a reasoned explanation of some approaches to development



Activity 1.1: Orientation towards Mapungubwe and processes of Globalisation



Time: 100 min



Marks: 40



Individual work

For the Task you will refer to the following:

- The **1:50 000** map of Mapungubwe (Source A1), covering an area which is located within Limpopo Province.
- The 1:250 000 map of the Mapungubwe Heritage site and the planned park (Source A2).
- Source B1: Map of Mapungubwe (in Learners' Book)
- Source B2: in Learners' Book
- Source B3: Contour map of Mapungubwe Reserve
- Pen, pencil, ruler and a piece of string to measure distance.
- Protractor to measure bearing.

Answer the following questions

1. Refer to Source A1: Coming from Alldays in Limpopo:

- (a) What type of roads leading from Alldays can make up the shortest route to Mapungubwe? (2marks)
- (b) How far is Musina from Alldays?? (1mark)
2. Questions are set on Sources A1 and A2 and Source C3
- a) What is the white area at the confluence of the Shashe and Limpopo river? (Source A1: point R) (1 mark)
- b) What is the bearing from the Mapungubwe Archaeological Reserve (spot height 575) to the reservoir at the Old Diamond Mine on the farm Riedel (Source A1) (2 marks)
- c) How long (in meters) is the landing strip in the Venetia – Limpopo Nature Reserve? (Source A1) (1 mark)
- d) Look at the picture of the Limpopo River on Source A2 as well as the cartographic representation of the river (Source A1) after the confluence (flowing together) with the Shashe River. Describe the appearance of the river using the following information:
- Width of the channels (1)
 - Average width of the Limpopo (1)
 - Likely speed of flow (1)
 - Erosive capability. (1)
 - In which time of the year has the picture been taken? (1)
 - Explain the position of the borderline in the river bed? (1 mark)
 - Give the height of the contour lines at A, B and C (Source B3) (3marks)
3. The scale of the **1:50 000** map of Mapungubwe (Source A1) which is the equivalent of 1 centimetre = $\frac{1}{2}$ kilometre. The mapped area has a rectangular shape. What is the area of the land surface covered by the entire 1:50 000 map? Give your answer in km². (4 marks)
4. Which has the larger scale, the topographical map (1:50 000) or the topographical map 1:160 000? Give one reason for your answer. (1 mark)

5. Refer to Source A1. Briefly describe the vegetation of the area along the Shashe and Limpopo Rivers. (2 marks)
6. Describe the settlements north of latitude 22° 09' in the Zimbabwean area. Give a reason why similar settlement patterns are not visible on the southern side of the same latitude? (2 marks)
7. Direction
- a) The general direction (as depicted on Source A1) of the Limpopo River is from West to East. Carefully study the tributary streams, the map contours and spot heights and give one fact to support this point. (2 marks)
- b) Look at the small streams that flow into the Limpopo River in this area. What type of streams are they? (1 mark)
8. Look at Source A2 and calculate in metres the crossing of the river at Hinterland. What would be the meaning of "Hinterland"? (2+1 = 3 marks)
9. If you look at Source A2, specifically the picture of the Mapungubwe Hill, what could you say about the physical appearance of nature in this area? Also take the contour lines visible on Source A1 into account. (3marks)
10. The Kingdom of Mapungubwe was the starting point of a famous trade link to China. Using the small map (source B1) and following the coastal route, write down through which African countries, as we know them now, goods had to be transported. Your point of departure is Mapungubwe. (2 marks)
11. The 1:160 000 map shows the intended borders of the planned Mapungubwe Park. Explain, how the farm Greefswald could be enlarged so that it borders along the main road. The area around the Scroda Dam as well and the Farm Riedel have a different shading to the rest of the protected area. Could you give any reason for that? (4x1/2 + 2= 4 Marks)

DAY 2

TASK

2

Contextual Analysis: WWII and globalisation

This Task deals with:

LO 1 - 3

LO1 (H) The learner will be able to use enquiry skills to investigate the past and present;
AS: Analyses the information in sources/ Presents an independent line of argument in answering questions posed and justifies the conclusions reached.
LO2 (H) The learner will be able to demonstrate historical knowledge and understanding;
AS: Explains and analyses the reasons for and results of events in history
LO 3 (H) The learner will be able to interpret aspects of history.
AS: Constructs an interpretation based on sources, giving reasons for own interpretation



Activity 2.1: Preparatory task



Time: 20/30 min



Marks: 0



Group Work

This Task is about the history of WWII specifically the ending of the war.

For the Task you will need:

- Sources C1 - 8,
- Pen, pencil, and ruler.

As seen during the run-up to the CTA modern technologies and economic integration enable **global** operations. This became apparent during WWII when America off-loaded the atom bomb on Hiroshima and Nagasaki.

Part of this current investigation into the nature of memory, people were invited to share their recollections of learning about the bombing of Hiroshima and Nagasaki. We are looking at people and how people receive and remake stories of events they did not directly experience. The samples you are reading here represent a wide range of age, ethnic background, and perspective.

Text 1 (Source C1)

"I am a 23 year old mixed race woman. I learned about the atomic bomb growing up through television and school. The source of information that had the greatest impact on me was the movie *The Day After* which I saw when I was 12 years old. It terrified me. For weeks I woke up glad the world was still here. The threat of total nuclear war seem very real and possible to me. I cannot say in which ways growing up with this fear has shaped my view of the world, politics or person. I do know that knowing that we are capable of such destruction has made me staunchly anti-war."

Text 2 (Source C2)

I'm not sure how I first became aware of the bomb which is a little ironic, as my mother is a survivor of the Hiroshima bombing. Or perhaps this makes sense -- she has always spoken of it as matter of fact as most people talk about being in a minor car accident. She says that when you see such things when you're very young (5 years old) you don't really know, understand, or realize how horrible they really are. So the images I had then were from her - of the bright light, the cloud, the people -- burned terribly their skin coming off like it does cooked chicken. This is how my mother described it. She was not harmed at all -- but lost a cousin and an uncle. Bodies by the edges of the river, the dying were thirsty as burns tend to leave one dehydrated. Many fell in when they died and so there were bodies in the water too and the black rain.

Text 3 (Source C3)

I don't remember how I first heard about the bombing of Hiroshima and Nagasaki; but growing up in Hawaii there were a lot of mixed feelings about it. Some folks, who had lived through the bombing of Pearl Harbor, felt it was justified. Some, who once had relatives in Hiroshima or Nagasaki, were very angry at the USA. And some were simply horrified. My first direct knowledge of the bombings came from reading John Hersey's book, *Hiroshima*. I was ill for a week after reading it. Now, I think that history is written by the winners, and that we'll never know whether the bombing was "justified."
(25 yrs old.)

Text 4 (Source C4)

Akira Onogi was 16 years old when the bomb was dropped on Nagasaki. He was at his home, which was 1,2 km away from centre of the explosion:

My friend and I were blown into another room. I was unconscious for a while, and when I came to, I found myself in the dark ... I managed to go out to open space and I looked around ... I found that

all the houses around there had collapsed for as far as I could see ... I saw ... [a neighbour] standing almost naked. His skin was peeling off all over his body and was hanging from finger tips. ... He was looking for his family desperately ...

It was such an awful experience. You know for about 10 years after bombing I always felt paralysed whenever we saw the sparks made by trains or lightning. Also even at home, I could not sit beside the windows because I had seen so many people badly wounded by pieces of glass.

Source: www.inicom.com/hibakusha/akira.html

(Source C5)



Source C6





Source C7

These above pictures are from Yosuke Yamahata who began to photograph the devastation in Nagasaki.

The result of the Nagasaki bombing was the immediate death of 66 000 people and 140 000 more in the ensuing times following the exposure to radiation.

Source C8

Hiroshima after the atom bomb was dropped



Instructions

- Your teacher will divide you into groups and give you clear instructions.
- The time spent on this activity is not part of the **four** hours allocated to the CTA. However, the time with your group will be most beneficial when you attempt Activity 2 below.

In your group

- Study each one the sources C1 – C8.
- Read and analyse the texts carefully.
- Take special note of the pictures and changes of the environment that took place.
- Share your thoughts and emotions with the group.
- If the group does not understand a word or term, then you may ask your teacher for help



Activity 2.2: Contextual Analysis



Time: 55 min



Marks: 25



Individual Work

Instructions

- This activity must be done on your own.
- Refer to Sources C1 – C8.
- **N.B. The time spent in the group discussion (Activity 1) is not included in the 55 minutes.**

Questions

1. Refer to Sources C1 - 8.
 - a) What kind of sources are the four texts?(Sources C1-C4) (2 marks)

- b) What is the relative value of such texts? (1 mark)
- c) The author of Source C3 says: ,” I think that history is written by the winners”.
What does this actually mean? Discuss in context. (3 marks)
- d) What kind of value judgement would you make on Sources C2 and C4?
Are these historically speaking good sources? (3 marks)

2. Refer to photographs C5, C6, C7 and C8:

- a) What kind of sources are these? Explain! (4 marks)
- b) Give two reasons why living in that environment in Nagasaki was extremely dangerous? (2 marks)
- c) When do you think did the nuclear age start? (1 mark)
- d) On what Technology was the atom bomb that destroyed Nagasaki, based? (1 marks)
- e) Write a short essay in which you describe whether the use of this form of power was necessary? (8 marks)

Note to (e)

- The rubric used to assess **Question 2(e)** will have the following criteria:
 - Gathering valid (relevant) information from the texts, photographs and comments
 - Developing an argument based on the above
 - Expressing a personal opinion relating to that argument that comes out of the facts and information you have gathered.
 - Answering the question fully and to the point.

[25]

TASK

3

Contextual Analysis

This Task deals with:

LO 2 (G) The learner will be able to demonstrate geographical and environmental knowledge and understanding;

AS: Explains how sustainable development could impact positively on people, places and environment.

LO 3 (G) The learner will be able to make informed decisions about social and environmental issues and problems;

AS - Analyses the causes of disputes or conflicts

LO 2 (H): The learner will be able to demonstrate historical knowledge and understanding

AS: Explains and analyses the reason for and results of events in history.



Activity 3.1: Agenda 21 – Resources worldwide – Agenda 21



Time: 45 min



Marks: 25



Individual work

In this activity you will need to refer to:

- Source D;
- The 1:50 000 topographical map of Mapungubwe

Read this text carefully and answer the following questions:

Source D

What is Agenda 21?

This activity focuses on the goals of Agenda 21 with the intention of bringing about a greater understanding of its meaning, goals and objectives, as well as its consequences for environmental education.

In 1992 a number of states signed an understanding at a conference hosted by the United Nations for environment and development in Rio de Janeiro on the ideal of sustainable living within future development. Three goals must be brought together: the maintenance of the natural living conditions, to reach economically speaking a better life for all and social justice for all people. The word "Agenda" is derived from the Latin "agere", which

can be translated as follows: to go in pursuit of with something, to set into motion. Agenda is also a list of things that have to be completed. The number “21“ stands for the 21st Century.

At the end of the 20th century environmental problems worldwide reached a new dimension in terms of size and being/life form. Already since the industrial revolution environmental load was registered in a local context (surrounding) and this was seen as limitation. Since the middle of the 20th century, however, these environmental loads have increased and have been widely seen as global issues getting out of bounds (beyond limits). This situation could even increase during the following 10 years if no adequate counter measures would be put into place. The continuing overload of the atmosphere with hazardous materials results in a change of the stability/balance of nature.

At the above mentioned conference a programme of action was adopted which consisted of action steps in order to counteract (defeat) the prevailing situation. In the short-, medium- and long-term attempts are made to preserve the sustained usage of natural resources. It is important to note, that environmental aspects are to be integrated into all political spheres. This programme of action contains important decisions leading to poverty alleviation (lessen the poverty burden), population politics, to rubbish, climatic-, chemistry and energy politics, for trade and environment, for the agricultural politics as well as the finance and development politics. This plan/agenda holds good for the industrialised as well as development countries. The formulation of national, regional and communal action plans on the basis of the concluding protocol from Rio is an important stepping stone for the attainment of the plans as formulated in those action-steps. South Africa is a co-signatory (signing jointly with others) of the Agenda 21 and many elements have been fused (blended) into the new South African Constitution. In education the ideas in environment have been formulated in various policies as well. The highest goal is always a sustainable development of South Africa, but at the same time face up to global problems. Sustainable development infers (brings about) change in behaviour. Environment Education plays a vital role in these endeavours. Education is a precondition, if real sustainable development is attempted as well as developing a citizen that responsibly and actively discusses environmental and developmental questions. (Ag. 21.36)

Questions/Tasks

1. Look at the Topographic map of Mapungubwe. Locate the dam with the name Scroda (K-L12) on the farm Schroda. Look critically at the catchment area of the dam and say, whether the size of the dam is actually in line with the catchment area. Discuss this critically. [5 marks]
2. Do you think that water might be a resource which people might fight wars about? (explain your thinking and give examples to underline your argument.) [5 marks]
3. Refer to the above text on Agenda 21 and discuss the following topic critically. Try to aligne this to your specific environment:

Is there is a need to work collectively to achieve long- term solutions for sustained growth and development. Issues pertaining to ecology, economy and social justice must be looked at and addressed holistically (seen as a whole).

(15 marks)

/25/ marks

TASK

4

Data Handling – Rights Issues

This Task deals with:

LO2 (H): The learner will be able to demonstrate historical knowledge and understanding ;

AS: Analyses the information in the sources

LO3 (H) : The learner will be able to interpret aspects of history

AS: Constructs an interpretation based on Sources, giving reasons for own interpretation



Activity 1:

The Constitution



Time: 30 min



Marks: 10

Individual Work

Read the following text:

Another idea spanning the globe is the drive towards democracy. Democracy in itself also needs a set of governing rules, which are encompassed by the Constitution. In SA the Constitution is the supreme law.

Source E1 – The Preamble of the Constitution states the following:

- We the People of SA:**
 - Recognise** the injustices of our past
 - Honour** those who suffered for justice and freedom in our land
 - Respect** those who have worked to build and develop our country
 - Believe** that SA belongs to all who live in it, united in our diversity
- Through our freely elected reps, we adopt this Constitution as the supreme law of RSA to:**
 - Heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights
 - Lay the foundation for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by the law
 - Improve the quality of life of all citizens and free the potential of each person
 - Build a united and democratic SA able to take its rightful place as a sovereign state in the family of nations
- Preamble ends with a prayer**

The cornerstone of the Constitution is the Bill of Rights:

The state must respect, protect, promote and fulfil the rights in the Bill of Rights.

- These rights are subject to limitations (Sec 36)

•

The following Rights are guaranteed:

- Right to Equality
- Right to life
- Right to Human Dignity
- Right to freedom & security of the person
- Right to privacy
- Environment
- Freedom of religion, belief and opinion
- Freedom of expression
- Political rights
- Health care, food, water and social security
- Children's rights
- Education

•Children have a right to basic education which means-

- They must be placed in a school
- Receive tuition
- They cannot be expelled because they cannot pay fees (budget speech by Minister of Education)
- Exemption procedures to be followed

Source E2

Case Study: The growing cancer of child labour in the global community

November 5, 2004

By Terry Bell

One in every six children in the world aged between five and 17 is now *exploited* as a worker. Children work in mines and quarries, in homes, carpet and garment factories, usually for little or no pay, frequently *malnourished* and often subject to physical and sexual abuse.

But this growing cancer is often invisible, hidden in back rooms and locked factories and behind walls and fences. India houses an estimated 60 million of the nearly 250 million child labourers worldwide, which is why the central Indian city of Hyderabad was chosen as the venue for an international conference on child labour.

Individual cases reported to the conference are heartbreaking; cases of children as young as five, "apprenticed" at no pay to work up to 12 hours a day in the gem industry.

After two years, if they have learned skills, the top pay packet is equal to R32 a month. Skilled adult workers earn R80 a month for as long as their bodies and eyesight hold out.

©2005 Business Report & Independent Online (Pty) Ltd.

Questions:

1. Why do we need a Constitution? (2)
2. Having read the text on child labour, do you
 - 2.1 believe that this situation holds true for South Africa as well? (1)
 - 2.2 Discuss which rights might overcome child labour issues in South Africa (1)
and
 - 2.3 who has to implement such rights. (1) /1+1+1=3/

Source E3: Levels of education of women and men in 2001

	Women	Men
Some secondary education	30%	31%
Some primary school education	16%	17%
Completed primary	6%	6%
No education (never been to school)	20%	15%
Matric (Grade 12)	20%	22%
Education after school (e.g. Technion, University)	8%	9%

Source 2001 census data

3. If one looks critically at the levels of education as depicted in the above table (Source E3), discuss whether the Constitution is being upheld in our country with regard to the data depicted? (5)

/10/

Conclusion: The four “windows” on globalisation you looked into dealt with human phenomena in four different ways: The heritage is the positive way of conserving what you have; the war is the negative part of dealing with the broader environment, the sustainable resources deals with the necessity to utilise what you have best within a given political and economic environment and the issues about democracy hint towards human rights and application thereof.