

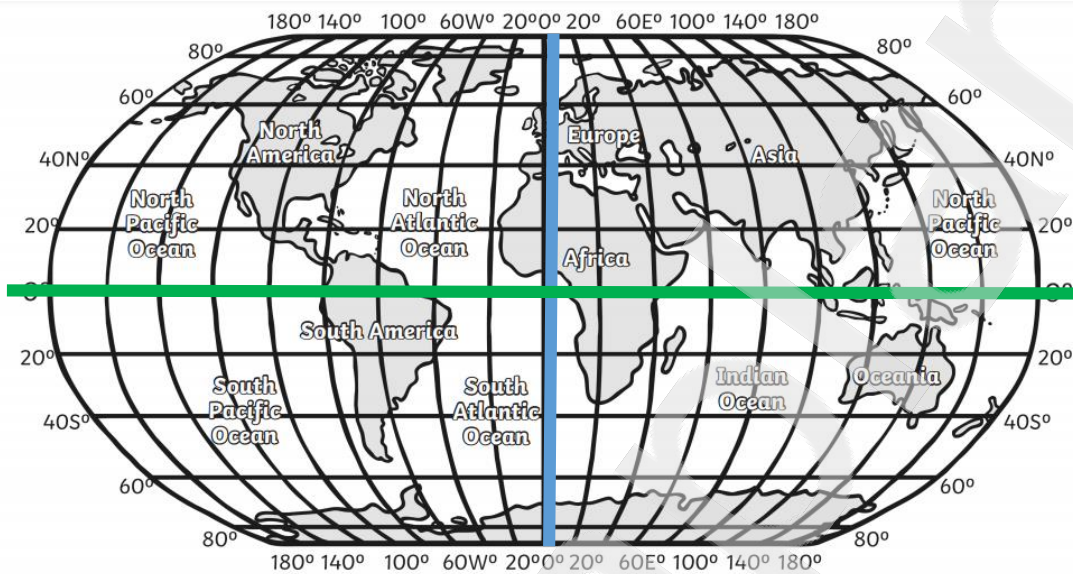
Section A: Map Skills

[21]

Question One: Answer the following questions using Map A below.

(8)

Map A



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- 1.1) Label the Prime Meridian and use a blue pencil draw a line along it. ✓ (LO) (1)
- 1.2) Label the Equator and use a green pencil draw a line along it. ✓ (LO) (1)
- 1.3) Africa lies in three hemispheres. Name the hemispheres below. (LO) (3)

Northern ✓
 Southern ✓
 Western ✓

} Any order

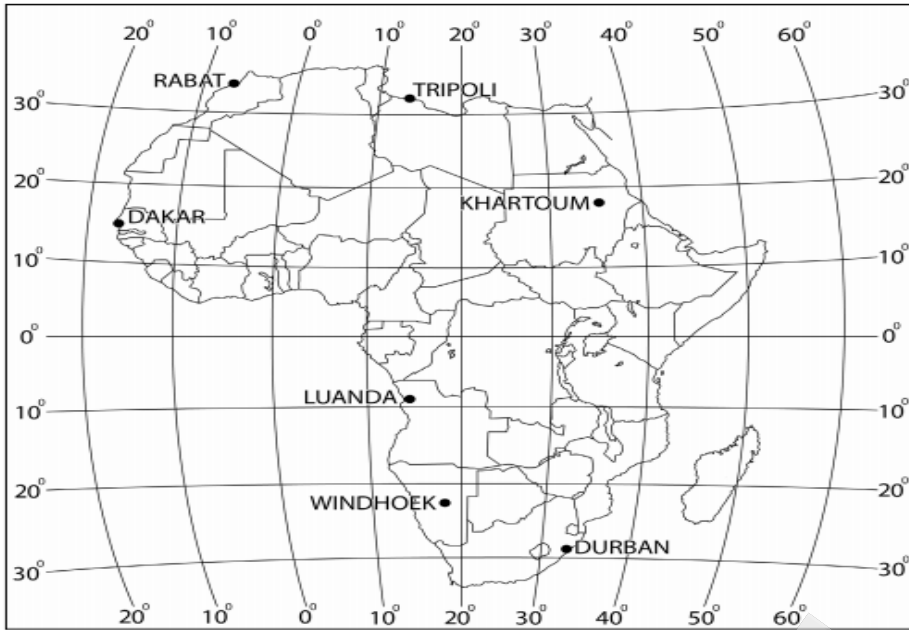
1.4) Define how many degrees of longitude is the earth divided into? Use the block to help you with a calculation if needed. (MO) (2)

180x2 ✓
 = 360° ✓
 or just 360° ✓✓ (No mark omitted if learners do not put the ° symbol in)

1.5) What imaginary line would we find at 23 °S? (LO) (1)
Tropic of Capricorn ✓

Question Two: Investigate the places indicated on Map B and decide on the correct answers in the options supplied. (HO) (4)

Map B



e-classroom.co.za

2.1) The correct co-ordinates for Rabat are: (1)

- a) 7° W; 34 °N
- b) 30° N; 7° W
- c) 34° N; 7° W ✓
- d) 34° N; 7° E

2.2) The correct co-ordinates for Luanda are: (1)

- a) 23° S; 17° E
- b) 9° S; 14° E ✓
- c) 14° E; 9° S
- d) 17° E; 23° S

2.3) Which city can be found at the following co-ordinates? (1)

29° S; 31° E

- a) Durban ✓
- b) Windhoek
- c) Khartoum
- d) Dakar

2.4) Which city can be found at the following co-ordinates? (1)

15° N; 18° W

- a) Durban
- b) Windhoek
- c) Khartoum
- d) Dakar ✓

Question Three: Study the contents page of atlas as shown below and answer the questions that follow. (4)

Contents					
Map Skills		KwaZulu-Natal	22	Europe	39
Map symbols	4–5	Mpumalanga	23	Australia and	
Direction	6	Limpopo	24	New Zealand	40
Lines of latitude and longitude	7	North-West	25	North America	41
Scale	8–9	Free State	26	South America	42
		Gauteng	27		
South Africa		World		Pacific Ocean and Islands	43
Physical	10–11	Physical	28–29	Antarctica	44
Political	12–13	Political	30–31		
Climate	14	Climate and vegetation	32–33	Earth in Space	
Vegetation	14	Population	34–35	The solar system	45
Agriculture	15			Seasons and time zones	46
Mining and minerals	15			The moon	47
South Africa's Provinces		The continents and the Pacific Ocean		Index	
Northern Cape	16–17	Africa – political	36	Index of place names	48–52
Western Cape	18–19	Africa – physical	37		
Eastern Cape	20–21	Asia	38		

Platinum Social Sciences: Extension and Remediation

3.1) Why is it important for an atlas to have a contents page? **(LO)** (1)

You are able to find what page the information you are looking for is on.

You can learn about different places

It gives us information a places natural features

You can work out how far places are from one another

To save time when looking for a place.

Any one suitable answer ✓

3.2) Explain to someone where you would find a contents page in an atlas? **(MO)** (1)
In the front of an atlas. ✓

3.3) Indicate on what page would you find information about the moon? **(LO)** (1)

Page 47 ✓

3.4) Identify what you would find on page 15? **(LO)** (1)

Information about mining and minerals in South Africa ✓

Question Four: Study the map of South Africa and answer the questions that follow. (5)

Map C



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4.1) Identify the two different scales seen in Map C. (MO) (2)

Line Scale ✓

Word Scale ✓

4.2) If you travelled for 1600 km on the ground how many centimetres would the straight line distance be? (Show your working out) (MO) (2)

5cm = 800km

10cm = 1600

Answer 10cm ✓✓ **Or any acceptable working out.**

4.3) Select which map would show more information: (MO)

A) a map with a scale of 1cm=300 km or

B) a map with a scale of 1cm = 100 km?

(1)

B) A map with a scale of 1cm = 100km ✓

Section B: Trade

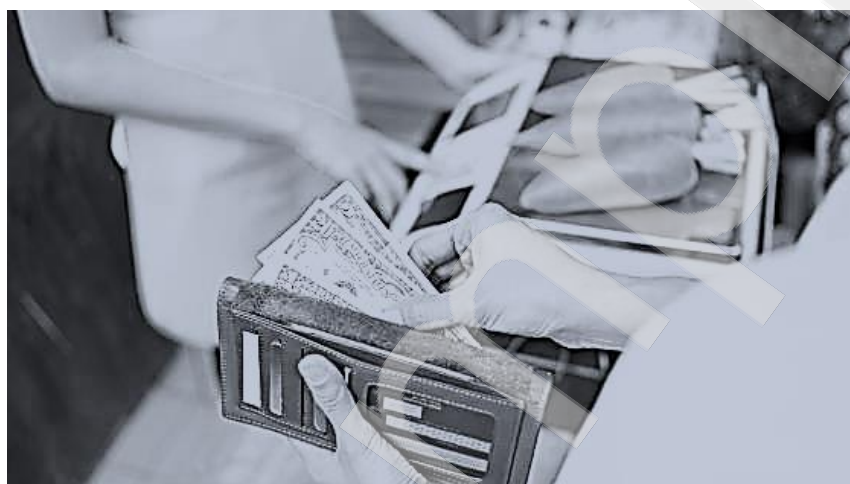
[24]

Question Five: Match column A to column B by writing the correct number in column C. (MO) [5]

	Column A		Column B	Column C
A	Climate	1	The selling and receiving of goods	A= 5 ✓
B	Trade	2	Buildings where people use tools and machines to make things	B= 1 ✓
C	Factories	3	A way of swapping goods of equal value	C= 2 ✓
D	Barter	4	Things that people buy and sell	D= 3 ✓
E	Goods	5	The type of weather experienced in an area	E= 4 ✓

Question Six: The below picture is a man trading goods for money.

[3]



<https://images.app.goo.gl/ELb33LzfqGXDpmyH7>

6.1 Before money people often bartered. Supply two reasons why this was not always effective. **(MO)**

(2)

1. **People could not agree on what a product was worth.** ✓
2. **They did not want what the other person had.** ✓

6.2) What was one of the first forms of currency introduced in 500 BC? **(LO)**

(1)


Coins ✓

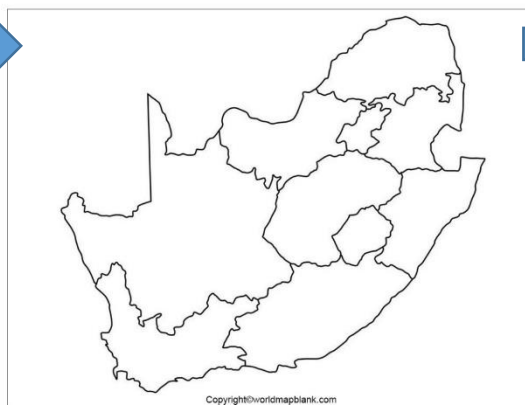
Question Seven: Give examples of two goods South Africa imports and two goods South Africa exports using Map D (MO)

(4)

Map D


Imports





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Exports



Any two of the following ✓✓

- Chemicals
- Oil
- Petroleum products
- Scientific equipment
- Food
- Machinery
- Medicine

Any two of the following: ✓✓

- Diamonds
- Platinum
- Gold
- Machinery
- Equipment
- Fruit
- Tourism
- Iron
- Car Parts

Question Eight: Arrange the steps of getting gold out of a rock in the correct order. The first and last one have been done for you. (LO)

[3]

Stage 1: Getting gold out of the rock	Correct sequence
Crushing Rock	2✓
Smelting	4✓
Mining	1
Pouring	5
Separating	3✓

Question Nine: Read Case Study 1 below and discuss why this success story is an example of a good Fairtrade project in Ghana.

[5]

Case Study 1

Kuapa Kokoo: A success story of Fairtrade

Most of the cocoa beans grown in Ghana are sent to the United Kingdom (UK) and other countries in Europe where they are made into chocolate. The price farmers receive for their cocoa beans is often very low and few of them can afford to buy chocolate. In the past, farmers used to have to sell their cocoa to the Ghanaian government. They were often cheated and earned very little money for their hard work.

Fairtrade helped cocoa farmers in the same situation to get together and form their own company. They called their company Kuapo Kokoo, which means 'good cocoa farmer'. It has really helped thousands of farmers. Kuapo Kokoo pays all its farmers a fair price for their crop, in cash, on time.

Farmers are getting even more benefits from selling some of their cocoa to Fairtrade organisations. Cocoa from Kuapa is used to make chocolate bars that are sold in many parts of the UK.

Source: Unknown

Writing Frame: Use these questions to help you formulate your paragraph.

- a) What did farmers grow in the above case study?
- b) How were the farmers treated badly?
- c) What is the organisation called that helps farmers in developing areas?
- d) What did this organisation do to help farmers when selling their harvest?
- e) How could farmers use the resource mentioned in d, to help develop their communities?

9.1) Using the information from your writing frame, formulate a paragraph that explains why the above case study is an example of Fairtrade. **(HO)** (5)

The above case study is based on Cocoa bean farmers who live in Ghana. Before Fairtrade they were treated badly✓, and the government cheated them out of the money they should have been paid.✓ Fairtrade become involved in the cocoa production and ensured that all farmers were paid fairly✓ and the money was paid on time.✓ This allowed communities to save up and enrich their areas buy building schools and organising fresh water. ✓

Level 1	<ul style="list-style-type: none"> • 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. • Correctly discussed one of the given points. 	Marks: 0-1
Level 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic. Uses evidence in a very basic manner. • Correctly discussed two or three of the given points. 	Marks: 2-3
Level 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. demonstrates a thorough understanding • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. • Correctly discussed four or five of the given points. 	Marks: 4-5

Question Ten: Read Case Study 2 and answer the questions that follow. [5]

Case Study 2

The human cost of unfair trade

The Human Rights Watch has issued a negative report on human rights abuses in the wine and fruit farming industries in the Western Cape.

Inhumane conditions

A farm worker, known as Isaak S, described how for over 10 years, he and his family have lived in a hut with no facilities such as electricity or running water. The former pig pen does not even have appropriate shelter and coverage to protect his wife and children from bad weather.

According to the report, when Isaak requested a better place to live he was told by his employer that other farm workers had to 'be gotten rid of' before his needs could be addressed. Ten years later, he and his family still live in the same pig pen.

In a separate case, Dino M, who works with pesticides every day, told how he had been given inadequate protective clothing to wear while working with the toxic chemicals. According to him, he received only gloves and overalls which did not completely shield him from the harmful pesticides. In attempts to block the spray of chemicals he, along with other workers, covered their faces with their caps.

Sourced from: Tom Newby School

10.1) After reading about the conditions under which Isak S and his family were living, what conclusion can you make about his employer's character. **(MO)** (1)

His employer did not care about his workers
The farmer was only interested in money. } **Any one reasonable answer ✓**

10.2) If you were Isak S's employer, suggest one thing you could do to help him and his family. **(MO)** (1)

Better living conditions
Proper shelter
Running water and electric } **Any one reasonable answer ✓**

10.3) In your opinion was Dino M's complaint justified? Explain your answer. **(MO)** (2)

Yes it is a form of human exploitation ✓, an example would be having to work in an unhealthy and dangerous working environment. ✓