

SOCIAL SCIENCES (HISTORY)
GRADE 09
TEST (TERM: 3)
MARKS: 50

QUESTION 1 [10 MARKS]

ANSWER ALL QUESTIONS

1.1 State whether the statement is true or false [10]

1.1.1 The National Party came into power in 1948 and introduced Apartheid system with laws to govern South Africans.

1.1.2 Apartheid was based on racism with the idea that whites are superior over other nations (blacks, Indians, coloureds).

1.1.3 Apartheid laws benefited black people than white people.

1.1.4 The United States declared Apartheid as crime against humanity.

1.1.5 Apartheid ideology said that dark skinned people (blacks) were superior to white light skinned people. **(10)**

QUESTION 2 [10 MARKS]

ANSWER ALL QUESTIONS

2.1 Define the following terms.

2.1.1 Apartheid **(2)**

2.1.2 UNO **(2)**

2.1.3 UDHR **(2)**

2.2 Name at least TWO things that United Nations Organisation wanted to achieve. **(4)** **(10)**

QUESTION 3 [13 MARKS]

ANSWER ALL QUESTIONS

3.1 Name the name of the document drawn by the UNO about human rights. **(1)**

3.2 Name Three human rights included in the Universal Declaration of Human Rights. **(6)**

3.3 When did UNO adopted UDHR? **(2)**

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Yicheng Fang



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Democratic Evaluation and Democracy Donna Podems, 2017-02-01 Democratic evaluation brings a way of thinking about evaluation's role in society and in particular its role in strengthening social justice. Yet the reality of applying it and what happens when it is applied particularly outside the West is unclear. Set in South Africa, a newly formed democracy in Southern Africa, the book affords an in-depth journey that immerses a reader into the realities of evaluation and its relation to democracy. The book starts with the broader introductory chapters that set the scene for more detailed ones which bring thorough insights into national government, local government, and civil societies' experience of evaluation, democratic evaluation, and their understanding of how it contributes to strengthening democracy or not. A teaching case, the book concludes by providing guiding questions that encourage reflection, discussion, and learning that ultimately aims to inform practice and theory. **Annual Report** Mpumalanga (South Africa). Department of Education, 2016 **Lessons from the**

Kalahari Monica Hendricks, 2020-05-05 **Lessons from the Kalahari** Tracking Teachers Professional Development explores how Northern Cape teachers who were enrolled in a Bachelor of Education in-service course responded to three professional development modules specialising in mathematics education, English language teaching, and Foundation Phase teaching respectively. Mainly through fine-grained analyses of their classroom practice, the studies in this volume demonstrate how these teachers grappled with new content knowledge and pedagogical innovations to improve the quality of teaching in their classrooms. The chapters include case studies that range across a variety of pedagogical topics including mathematics and English teachers' classroom practices, involvement of parents of Foundation Phase learners, and learners' autonomous mathematics learning. The book makes an original empirically based contribution to the understanding of the challenges confronting primary and secondary school teachers in remote rural parts of Northern Cape province, South Africa.

Visualisation and Epistemological Access to Mathematics Education in Southern Africa Marc Schäfer, 2023-04-27 This book demonstrates that using visualisation processes in mathematics education can help to enhance teaching and learning and bridge the inequality gap that exists between well-resourced and under-resourced schools in Southern Africa. Drawing on classroom research conducted in the Southern African region, it examines how epistemological access in a context of gross inequality can be constructively addressed by providing research-based solutions and recommendations. The book outlines the visualisation process as an integral but often overlooked process of mathematics teaching and learning. It goes beyond the traditional understanding of visualisation processes such as picture forming and using tools and considers visualisation processes that are semiotic in nature and includes actions such as gestures in combination with language. It adds value to the visualisation in mathematics education research discourse and deliberation in Africa. With a unique focus on Southern Africa and open avenues for further research and collaboration in the region, it will be a highly relevant reading for researchers, academics, and postgraduate students of mathematics education, comparative education, and social justice education.

Merging Numeracy with Literacy Practices for Equity in Multilingual Early Year Settings Robyn Jorgensen, Mellony Graven, 2022-01-01 This book draws on both in and out of school literacy practices with teachers and families to enhance the numeracy of early learners. It provides highly illustrative exemplars targeted for learners up to approximately eight years of age whose home language differs from the language of instruction. It identifies the challenges faced by these learners and their families and shares ways of building both literacy and numeracy skills for some of the vulnerable learners nationally and internationally. The book shares the outcomes and strategies for teaching mathematics to early years learners and highlights the importance of literacy practices for learners for whom the language of instruction is different from their home language. Readers will gain a practical sense of how to create contexts, classrooms and practices to scaffold these learners to build robust understandings of mathematics. *Annual Performance Plan* Mpumalanga (South Africa). Department of Education, 2016

International Handbook of Teacher Education John Loughran, Mary Lynn Hamilton, 2016-05-04 The International Handbooks of Teacher Education cover major issues in the field through chapters that offer detailed literature reviews designed to help readers to understand the history, issues and research developments across those topics most relevant to the field of teacher education from an international perspective. This volume is divided into two sections. The organisation and structure of teacher education and knowledge and practice of teacher education. The first section explores the complexities of teacher education including the critical components of preparing teachers for teaching and various aspects of teaching and teacher education that create tensions and strains. The second examines the knowledge and practice of teacher education including the critical components of teachers' professional knowledge, the pedagogy of teacher education and their interrelationships and delves into what we know and why it matters in teacher education.

Predictive Models for School Leadership and Practices Amzat, Ismail Hussein, 2018-09-07 A successful administrator is one who applies suitable or appropriate leadership styles in various situations or contexts. It is crucial to investigate how effective administrators lead their organizations in challenging and difficult times as well as promote the accomplishments of their organization. Predictive Models for School Leadership and Practices is an essential reference source that discusses academic administration as well as administrative effectiveness in achieving organizational goals. Featuring research on topics such as teacher collaboration, school crisis management and ITC integration, this book is ideally designed for principals, researchers, academics, educational policymakers and teachers seeking coverage on academic leadership and leadership models.

Improving Primary Mathematics Education, Teaching and Learning Mellony Graven, Hamsa Venkat, 2017-01-19 This book focuses on how to improve the teaching and learning of primary level mathematics education within resource constrained contexts. It builds on two large numeracy projects within South Africa which speak to broader global concerns and highlight how research and development not only enables one to meet ethical imperatives but also explore how further interventions can be developed. Teacher and research communities must work together to create mutually beneficial relationships and establish a cohesive

understanding of the requirements of primary mathematics education Challenging the Apartheids of Knowledge in Higher Education through Social Innovation Joana Bezerra, Craig Paterson, Sharli Paphitis, 2021-05-12 In order to understand the relationship between social innovation and the reimagining of the knowledge economy necessary to reorient higher education most fully towards the public good we must draw from the experiences of those working on the front lines of change This collection represents diverse voices and disciplines drawing together the critical reflections of academics students and community partners from across South Africa The book seeks to bring together theoretical and practical lessons about how research methods can be used in socially innovative ways to challenge the apartheids of knowledge in higher education and to promote the democratization of the knowledge economy

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