



GRADE 8

JUNE EXAM CONTENT

2019

Mon 20 May – Thu 06 June

Date		Grade 8
Mon 20 May	Session 1	Natural Science 1½ hrs
	Session 2	
Tue 21 May	Session 1	Maths P1 2 hrs
	Session 2	
Wed 22 May	Session 1	Life Orientation 1 ¼ hrs
	Session 2	
Thu 23 May	Session 1	Creative Arts & Music Theory 1½hrs Spec. Art & Spec. Dance Theory 1hr
	Session 2	
Fri 24 May	Session 1	Technology 2hrs
	Session 2	

Weekend		
Mon 27 May	Session 1	
	Session 2	Maths P2 1½hrs
Tue 28 May	Session 1	
	Session 2	Afrikaans 1½ hrs (Leesbegrip, Taal & Letterkunde)
Wed 29 May	Session 1	
	Session 2	History 1½ hrs
Thu 30 May	Session 1	
	Session 2	EMS/Accounting 1 hr
Fri 31 May	Session 1	
	Session 2	Spec. Dance Practical 2 hrs
Weekend		
Mon 3 June	Session 1	
	Session 2	English P2 1½ hrs (Comprehension, Language & Literature)
Tue 4 June	Session 1	
	Session 2	Geography 1 hr
Wed 5 June	Session 1	Eid – no exams
	Session 2	
Thu 6 June	Session 1	English and Afrikaans Tasks
	Session 2	
Fri 7 June		Paper handback and exam review

SUBJECT CONTENT IS LISTED IN ALPHABETICAL ORDER

AFRIKAANS

CONTENT

COMPREHENSION+GRAMMAR+LITERATURE

TAAL (Grammar) (WERKBOEKIES VIR KWARTAAL 1 EN 2)

- ❖ Woordorde (STOMPI)
- ❖ TYE
- ❖ Verkleining
- ❖ Meervoude
- ❖ Lettergrepe
- ❖ Woordeskat (spelwoorde)
- ❖ Intensiewe vorme en die korrekte vorm van die byvoeglike naamwoorde
- ❖ Trappe van vergelyking
- ❖ Homonieme en homophone
- ❖ Tipes sinne
- ❖ Verwarrende woorde

LETTERKUNDE

Kortverhale

- ❖ Perd van 'n ander kleur (Kortverhaal)
- ❖ Hector Pietersen (Kortverhaal)

Gedigte

- ❖ Selfoon (Gedig)
- ❖ Gesprek (Gedig)

CREATIVE ARTS

CONTENT

Subject: ART

- ❖ Chapter 1 (pg 396 – 399)
- ❖ Chapter 2 (pg 406 – 420)
- ❖ Chapter 3 (pg 423)
- ❖ Chapter 6 (pg 449 – 455)
- ❖ All notes from class and Exam question notes

Subject: DRAMA

- ❖ Chapter 1 (pg 119 – 129)
- ❖ Chapter 2 (pg 183 – 134)
- ❖ Chapter 4 (pg 151)
- ❖ Chapter 5 (pg 154 – 155)
- ❖ Chapter 6 (pg 169)
- ❖ All notes from class

EMS

CONTENT

- ❖ Accounting Terms & Concepts
- ❖ Cash Receipts & Cash Payments journal
- ❖ Documents
- ❖ Accounting Cycle
- ❖ Accounting Equation
- ❖ Standard of Living
- ❖ Factors of Production
- ❖ National Budget
- ❖ The Government

ENGLISH

CONTENT

- ❖ Section A: Comprehension skills (20 marks)
- ❖ Section B: Language in context (15 marks)
 - Comprehension
 - Parts of speech
 - Subject and Predicate
 - Figures of Speech
 - Synonyms and Antonyms
 - Active and Passive Voice
 - Punctuation
 - Homonyms
 - Homophones
 - Degrees of comparison
 - Direct and Indirect Speech
- ❖ Section C: Poetry (10 marks)
 - I am
 - Life doesn't frighten me
 - The thin person
- ❖ Section D: Novel (15 marks)

GEOGRAPHY

CONTENT

MARKS: 50

TIME: 1 HOUR

Prepare the following content for your exam:

Term 1: Latitude and longitude (in degrees and minutes)

Scale (types; distance calculations)

World time zones (time zones and time zone calculations)

Earth's revolution around the sun (seasons; equinox; solstice)

Term 2: Factors affecting climate (latitude; altitude; distance from the sea; ocean currents; mountains/relief)

South Africa's climate (climate of S.A. in general; subtropical climate)

HISTORY

The Mineral revolution in South Africa

Scope for the exams:

From page 126 (Southern Africa by 1860) to page 165 (Southern Africa in 1913)

The following notes are provided to assist preparing for the exams.

The extended writing (mini essay) questions will be taken from areas covered in the *Essay Preparation Notes*.

Discovery of Diamonds

- ❖ The 1st diamonds were discovered at Hopetown in 1867 along the banks of the Orange river black and white miners (diggers) flocked to the area
- ❖ Between 1870 and 1871 diamonds were found on farms near Barkly West. Miners rushed to the dry diggings.
- ❖ HOWEVER, an argument developed about who owned the land and had rightful claim to the diamonds. The Tlhaping, the Griquas and the Afrikaners (OFS / TVL) all had claims to the area!
- ❖ In 1871, RW Keate (Lieutenant Governor of Natal) awarded the area to the Griquas in a legal court case.
- ❖ In 1872, it became a British colony and part of the Cape colony in 1880 = BRITAIN GOT THE DIAMONDS!
- ❖ After the discovery of diamonds people from all over the world flocked to South Africa.
- ❖ Kimberley became the centre of a very powerful diamond-mining industry.
- ❖ For the 1st 10 years, each digger was only allowed 1 claim – this prevented wealthier diggers from buying up all the claims
- ❖ At first there were white and black diggers but in 1875, Whites attacked African claimholders.
- ❖ the British authorities then passed a law cancelling all claims owned by Blacks – now they worked for the whites.

THE FORMATION OF COMPANIES

- ❖ wealthier claim-owners pressured the British government to scrap the 1 man-1 claim law, and in 1876 new laws were passed.
- ❖ As the mines got deeper, mining became more difficult - many small diggers went out of business.
- ❖ In 1881-1882, an economic depression bankrupted small diggers
- ❖ Wealthier diggers got together and formed companies but too many diamonds were being dug up
- ❖ the slump in the diamond market forced many small companies to sell their claims to bigger mining companies like the ones owned by Cecil John Rhodes and Barney Barnato.

The Discovery of Gold

- ❖ The discovery of gold on the Witwatersrand in 1886 had a greater impact on South African industrialisation
- ❖ South Africa changed from an agricultural society to the largest gold-producing country in the world.
- ❖ Gold increased trade between South Africa and the rest of the world.
- ❖ For Europe and the US, gold was very important because their money was backed by gold (the **gold standard**) = they had to keep gold in a bank vault to the value of the currency they issued.
- ❖ People from all over the world came to SA to make money on the gold mines
- ❖ Wherever gold was found, mining towns were formed
- ❖ Shops and offices were opened in these towns and so urbanisation began.
- ❖ Outcrop mining
 - the 1st stage of gold mining
 - gold was found near to the surface of the ground.
 - labourers used picks and shovels to dig up the ground to reach the ore
- ❖ Deep level mining
 - had to dig deeper to reach the ore – sometimes as deep as 1km!
 - needed new and expensive machines to sink shafts deep into the ground
 - ventilation was important because of the heat and the gases underground
 - special pumps had to be imported to remove the water in the shafts
- ❖ The Witwatersrand has = a lot needed to be dug up and crushed to get a small amount of gold BUT the gold reef stretches for over 400 km.

The Development of the Migrant Labour System

- ❖ Mining = greater demand for unskilled labour
- ❖ Led to an increase in migrant workers who travelled to and from the diamond mines
- ❖ Between 1871 and 1875 approximately 50 000 Africans went to work in the diamond mines
- ❖ They went to work on the mines because:
 - They wanted to buy guns or basic farming implements,
 - They needed to earn money to pay the traditional bride-price.
 - **BUT** When gold was discovered, mine owners had to think of ways of ensuring constant cheap labour!

How Mine Owners got their Labour

- ❖ Africans were unwilling to leave their land to work on the diamond mines
- ❖ Others only worked for short periods to earn the money they needed
- ❖ Therefore, the British government fought wars against the African tribes and defeated them.
- ❖ By doing this, they could ensure a constant flow of cheap labour to the diamond mines **BECAUSE...** they controlled the land – Africans lost their land and therefore their livelihoods.
- ❖ Africans were forced to work either on the diamond mines or white-owned farms to make a living.

WHEN GOLD WAS DISCOVERED, THERE WAS AN EVEN GREATER NEED FOR CHEAP LABOUR!

- ❖ Mine owners used several methods to ensure a constant supply of cheap labour to the gold mines:
- ❖ Taxes – Africans would have to work on the mines to earn money to pay these taxes
- ❖ The taxes they had to pay were:
 - A hut tax of R1 per year for every hut.
 - A poll tax of R2 a year
 - Labour tax - they did not have to pay this tax if they proved that they worked for wages for at least three months of the year.
- ❖ Recruitment
 - Special agents or 'touts' encouraged Africans to go work on the mines.
 - 'Touts' were paid by recruiting agencies for every worker they recruited.
 - As a result, many Africans were bribed into going – often fathers 'sold' their sons as labourers, especially when the rinderpest disease broke out in the Eastern Cape area in 1896.
- ❖ Contracts
 - A mine worker had to sign a contract that stated how long he would be working at the mine. He also was not allowed to leave the mine until his contract was over.
 - If he broke the contract, he would be arrested, fined and sent to jail.

Compound System on the Mines

Conditions in the compounds were terrible:

- ❖ The sleeping areas were often hard, cold cement
- ❖ There was no privacy
- ❖ There was very little space to put your personal belongings
- ❖ Your family could not stay with you
- ❖ Floors got muddy when it rained
- ❖ It was either too hot or too cold in the compound because the walls were not insulated
- ❖ Mine workers did not enjoy working on the mines because:
 - It was very hot and stuffy underground
 - They worked long hours
 - They were paid low wages
 - There were often rock falls that caused serious injuries or killed miners
 - Health problems due to fine rock dust led to lung diseases such as TB & silicosis
 - Sometimes they did not receive adequate medical care

Essay Preparation notes

How black workers were recruited to become mine labourers

- ❖ Many black workers lived on native reserves
- ❖ Migrant labour system was introduced which meant that rural workers went to the mining areas
- ❖ They were forced to sign contracts with mining companies
- ❖ Because they had to pay taxes
- ❖ Hut & poll taxes meant they had to earn wages
- ❖ Contracts were from 3 months to 12 months
- ❖ Had to remain on mines until contract expired
- ❖ If broke the contract could be arrested, fined or jailed
- ❖ The Pass Laws helped with the control of migrant labour
- ❖ Had to get a job within 3 days or leave or be forced to work on mines

Underground conditions for mine workers

- ❖ SA mines are very deep
- ❖ It gets very hot
- ❖ Floors of tunnels often covered in stagnant water
- ❖ Working underground is dangerous work
- ❖ Rock falls from the roof can occur
- ❖ Could be accidents
- ❖ Working with Dynamite explosives was dangerous
- ❖ Health problems can occur with the fine rock dust from the drilling
- ❖ Many miners die from TB or silicosis
- ❖ Poisonous gases
- ❖ Did not have safety clothing, e.g. masks for dust, gloves etc.
- ❖ No medical or disability cover.
- ❖ Worked long hours.

The effect of the migrant labour system on workers and their families in the Reserves

- ❖ Most men left the reserves for the mines
- ❖ Women, children, sick and old had to look after themselves
- ❖ Women had to take over the men's work
- ❖ Women were busy all day, therefore grandparents had to bring up the young
- ❖ Because fathers & young men were absent for long periods, family erosion slowly broke down rural black communities
- ❖ Men were away for very long periods & adapted to a different way of life in the cities
- ❖ Reserves became more crowded as whites encroached on land
- ❖ Soil erosion led to reserves becoming poorer
- ❖ Families were forced to buy what they required
- ❖ Needed money to do this so became more dependent on wages

The passing of the 1913 Land Act and its consequences

This act was passed because:

- ❖ White farmers struggled to get labour.
- ❖ Poor whites (sharecroppers) who were forced to move to the cities blamed African farmers for their misfortune
- ❖ Chamber of Mines needed to secure a constant flow of labour to the mines.
- ❖ Effect on black people
- ❖ The Land Act restricted Africans to buying land in the reserves only – it was illegal for them to buy land outside of the reserves.
- ❖ If they owned land already they could keep it
- ❖ The Act limited the reserves to about 13% of the country.
- ❖ Black people made up 70% of the population.
- ❖ The rest of the land was kept for white ownership & occupation.
- ❖ Whites only formed 20% of the population.
- ❖ Most Africans lost their independence as rent tenants or sharecroppers on white-owned farms and were forced to become labour tenants or wage labourers
- ❖ Those who did not want to work on the white farms, went to work on the mines and later in the factories
- ❖ Life was very difficult in the reserves = there were too many people in a small area; the soil was poor; mostly women and old people were left in the reserves

LIFE ORIENTATION

CONTENT

- ❖ Textbook: pg. 9-18
- ❖ I am unique module notes- key words- other notes in this module will form part of the longer type questions.
- ❖ Peer pressure (Notes that were handed out) Definition of peer pressure and a peer. Types of peer pressure, how to walk away from peer pressure etc.
- ❖ Bullying notes of the module- different types, what you must do and different role players in a bully situation etc.
- ❖ Social media module- all notes.
- ❖ 4 different learning styles. Pg.77-80 + pg. 92-95 in textbook Characteristics and how to study.
- ❖ Section A and B questions on textbook pg. 55-65 + module on twilight (notes will be printed and handed out)
 - Qualities of a healthy relationship pg. 63
 - Ingredients of love relationships
 - Ways to initiate a relationship
- ❖ Phys ed: reasons to warm up, pg. 21
- ❖ Key words: pg 25

MATHS

CONTENT

	TOPIC (Mind Action)	Paper 1 (100 marks)
Number, Operations & Relations	Whole Numbers Integers Exponents Fractions Decimals Finance Ratio & Rate	± 40 marks Chapter 1 – 3; 11; 12
Functions & Algebra	Algebraic Expressions Algebraic Equations	Chapter 6; 7 ± 60 marks

	TOPIC (Mind Action)	Paper 2 (50 marks)
Space & Shape Geometry	Straight Line Geometry & 2D Euclidian Geometry Workbook	Chapter 9; 10

There are many practice questions in your PYTHAGORAS book pages 1 – 98

Platinum Textbook has many Revision Exercises at the end of chapters ie. pgs 17; 29; 43; 57; 65; 69

***NOTE – In 2019 paper 1 will contain algebra content & paper 2 will contain geometry content.**

The exam booklet with past papers shows mixed content in both papers. I have indicated where the past exam papers need to be separated.

No constructions will be examined



MUSIC THEORY

CONTENT

- ❖ Note names
- ❖ Note values
- ❖ Rests
- ❖ Clefs
- ❖ Time and rhythm
- ❖ Time signatures
- ❖ Signs in music
- ❖ Italian terms
- ❖ Elements of music
- ❖ Classification of instruments
 - Instruments of the orchestra
 - Hornborstel

NATURAL SCIENCE

BIOLOGY

CONTENT

- ❖ Cells
- ❖ Micro-organisms (Up to and including HIV/AIDS)
- ❖ Photosynthesis and Cellular respiration

SCIENCE

CONTENT

- ❖ Atoms (pg 64 – 75)
 - ❖ Particle model of matter (pg 76 – 85)
 - ❖ Chemical reactions (pg 90 – 93)
 - ❖ Scientific Method
-
- ❖ page numbers from Via Afrika Natural Sciences Learners' Book

TECHNOLOGY

CONTENT

Term 1 work to be covered for exams:

- ❖ Frame structures (pg 1 – 13)
- ❖ Structural members (pg 14 – 27)
- ❖ Isometric and orthographic drawings (pg 32 – 34)
- ❖ Mechanical systems & control (pg 44 – 50)

Term 2 work to be covered for exams:

- ❖ The positive impact of technology (pg 62 – 68)
- ❖ Technology with a positive impact (pg 69 – 75)
- ❖ Negative impact of technological products (pg 76 – 80)

VISUAL ARTS

Grade 8 Term 2 – 2019

Task 4a – Journal	Marks	Due on
Colour Wheel	10	9 April 2019
Features of human face in Charcoal	10	16 April 2019
Collage with coloured paper (Self Portrait)	10	30 April 2019
Montage	10	7 May 2019
Final Marking		17 May 2019
Total	40	
Task 4b - Theory exam		
Human face		
Analysing Artwork		
Visual Literacy		
Elements of Art & Principals of Design		
Total	40	
Task 4c – Research		
Colours and their meaning	10	15 April 2019