



Province of the
EASTERN CAPE
EDUCATION

SENIOR PHASE

GRADE 9

NOVEMBER 2014

**SOCIAL SCIENCES
HISTORY AND GEOGRAPHY
MEMORANDUM**

MARKS: 100

This memorandum consists of 10 pages.

SECTION A: HISTORY**QUESTION 1: THE CAUSES AND OUTBREAK OF THE SECOND WORLD WAR (1919–1945)**1.1 Democracy

A system of government whereby all citizens enjoy the right to elect political representatives of their choice. (✓) All citizens are equal. (✓) All citizens enjoy freedoms such as the freedom of speech, association and religion. (✓) (2)

1.2 Fascism

A system of government modelled on the Italian Fascist Party under Mussolini. (✓) This system of government is a dictatorship (✓) based on principles of militarism and nationalism. (✓) (2)

1.3 Propaganda

False information or half-truths, (✓) distributed by mainly political organisations, (✓) in an attempt to influence what citizens of a country believe. (✓) All forms of media are used to achieve this purpose, for example, Hitler used posters, films, newspapers etc. to spread his beliefs. (✓) (2)

1.4 Holocaust

Refers to the mass murder or the attempt at mass extermination (✓) of Jewish people by Nazi's (✓) during the Final Solution 1940–1945. (✓) (2)

[8]**QUESTION 2: THE CAUSES AND OUTBREAK OF THE SECOND WORLD WAR (1919–1945)**

2.1 Explain the term 'stereotypical': Award a mark if the learner offers a good example of a stereotypical idea the second mark if the learner refers to FIGURE B in their attempt to explain the concept.

A contrived (ill-logical), conventional (or normal) idea (✓) that people generally tend to accept (without reason) about a certain nationality or ethnic group of people (✓) without testing these ideas in reality, (✓) for example, all Jews had hooked noses. (✓) (2)

2.2	The stereotypical German	The stereotypical Jew
	The German looks strong and well proportioned (✓)	The Jew is overweight and looks physically ugly. (✓)
	The German looks young, healthy, fit and hardworking (✓)	The Jew looks physically unhealthy, wealthy and lazy. (✓)
	The German is a worker (✓)	The Jew is an owner of business and looks rich (✓)
	The German looks trustworthy (✓)	The Jew looks untrustworthy. (✓)

(Any one relevant contrasting statement) (2)

- 2.3 **Accept any of the following reasons. Marks must only be allocated if the answers are written as a sentence explaining and assessing the reasons.**

The Nazi's wanted to de-humanise Jewish people to justify the ill-treatment to which they were subjected. Jewish people were used as scapegoats to fulfil Nazi ambitions (✓) such as the expansion into Poland (✓).

OR

The Nazi's blamed the Jews for causing WW1 and for selling out Germany during the peace terms after WW1 and for communism succeeding in Russia (✓).

OR

Jews were good entrepreneurs and owned most of the wealth in Germany. After the Great Depression there was much poverty and resources such as land and money were limited in Germany. The Nazi Government needed money and chose to confiscate wealth from the Jews living in Germany. (✓)

OR

Jews owned most of the property (land). The Nazi's wanted to confiscate this for German use (✓).

OR

The Nazi Government wanted to provide jobs for unemployed Germans and as a result Jewish people lost their jobs. (✓)

(2)
[6]

QUESTION 3: THE NUCLEAR AGE AND THE COLD WAR (1945–1990)

- 3.1 The Cuban Missile Crisis (✓) (1)
- 3.2 H-bomb or bombs (✓) (1)
- 3.3 Arm wrestling: the two superpowers are constantly competing to determine which one is stronger. (✓) It is a tense situation. Both superpowers are sitting on bombs that can be exploded by the other. Their fingers are on the switch. There is constant alertness and tension between the two superpowers. (✓) (2)
- 3.4 A good explanation of the term "The Cold War" (1948–1990)

Learner must explain the **concept**

A period of political hostility and military tension (✓) between two superpowers (USA and USSR) after World War 2. (✓) Neither side actually fought each other (✓). They used propaganda, subversion and threats. (✓) They supported wars between other countries (✓) that supported their respective ideologies. (2)

3.5 The Arms Race

- One way in which the superpowers competed with each other was in the building up of supplies of weapons, called the “Arms Race”. (✓)
- The USA formed a military alliance (agreement to assist each other if at war) with a number of European powers in 1949 to try prevent Russian expansion (✓) in Europe. This alliance was called the North Atlantic Treaty Organisation (NATO). (✓)
- An arms race was started with various missile bases being set up in Europe. (✓)
- Russia believed USA was planning to attack Communist Russia so in 1955 formed the Warsaw Pact. (✓) The Warsaw Pact included all those states situated behind the “Iron Curtain”. (✓)
- The race for nuclear weapons led to the development of the hydrogen bomb. (✓) A bomb ten times stronger than the atom bomb. (✓) The USA developed one by 1949 and USSR had developed one by 1955. (✓)
- The development of long-range rockets called intercontinental Ballistic Missiles (ICBM) (✓) that could carry nuclear bombs to targets thousands of kilometres away. (✓)
- In the 1980’s, President Ronald Reagan of the USA started spending money on armaments. (✓) His “Space Wars” programme (✓) was to find ways to use space technology to target nuclear weapons at enemy sites.(✓)
- High spending on weaponry led to the development of the neutron bomb, (✓) which kills people but does not damage buildings. (✓)

(5)
[11]

QUESTION 4: TURNING POINTS IN SOUTH AFRICAN HISTORY (1948–1960)

- 4.1 Albert Luthuli (✓) (1)
- 4.2 Steve Biko (✓) (1)
- 4.3 Mahatma Ghandi (✓) (1)
- 4.4 F.W. de Klerk (✓) (1)
- [4]

QUESTION 5:

- 5.1 Apartheid (✓) (1)
- 5.2 State Emergency (✓) (1)
- 5.3 Sanctions (✓) accept trade boycotts (✓) or trade embargoes (✓) (1)
- [3]

QUESTION 6: TURNING POINTS IN SOUTH AFRICAN HISTORY (1948–1960)

- 6.1 To protest against the fact that Black people had to carry passes or the pass laws. (✓) (1)
- 6.2 Each lady represents the four racial groups in SA: Indian, Black, White and Coloured. (✓) (1)
- 6.3 Women are respected as equals (✓) and their contribution in society is promoted. (✓) Women are seen as the backbone of society in many cases absentee fathers result in many single-parent families managed by women. (✓) (2)

[4]**QUESTION 7: TURNING POINTS IN SOUTH AFRICAN HISTORY (1960–1994)**

- 7.1 7.1.1 Primary source of information (✓) (1)
- 7.1.2 Evidence from the period of time that the event occurred. (✓) SOURCE A is an eye-witness account (✓) (1)

- 7.2 Refer to SOURCE A and SOURCE B. Identify and explain one topic of conflicting evidence.

Answer must contrast a difference.

SOURCE A

The protestors only had stones and no weapons (✓)
The police were the aggressors (✓)

<p>One mark for source A and one mark for relevant contrast in source B.</p>
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<p>Must contrast any difference.</p>

SOURCE B:

People shot at the police before the police started shooting. (✓)
The protestors had weapons. (✓)
The protestors were the initial aggressors. (✓)

(2)

- 7.3 They were protesting against the pass laws. (✓) (1)

- 7.4 Compare and contrast the change in strategy used by the political opposition to National Party rule.

7.4.1 Before Sharpeville

Before the Sharpeville massacre political opposition believed in the Defiance Campaign – whereby they would refuse to comply with laws in a peaceful manner. (✓)

(1)

7.4.2 Strategy after Sharpeville

Political opposition then turned to more violent methods called the “armed struggle. (✓)

(1)

7.4.3 Reason for change in strategy

After Sharpeville the political opposition realised peaceful methods were not working. (✓) The National Party was becoming more aggressive. (✓) The ANC, PAC and the Communist Party was banned. (✓)

(2)

[9]

QUESTION 8: TURNING POINTS IN SOUTH AFRICAN HISTORY (1960–1994)

Learner must present relevant facts and present their work in the form of sentences and in paragraph form.

Learners must argue relevant information to motivate their choice. They should not be penalised if the teacher does not agree with their choice. Consideration should to given according to the use of factual information and reasoning.

Yes, Nelson Mandela did promote democratic, harmonious policies between the period 1990–2013.

When Nelson Mandela was released in 1990, despite being imprisoned for 27 years, he advocated reconciliation (✓) and peace between the different racial groups in South Africa. He supported the ideal of equality of women and men in the work place and championed women's rights. (✓) He was influential in setting up the Truth and Reconciliation Commission whereby people told the truth about what happened during Apartheid so that they could be forgiven for their sins so that healing of the nation could take place. (✓) Nelson Mandela calmed a very tense situation in which a civil war nearly broke out after Chris Hani, leader of the Communist Party, was assassinated in 1992. (✓) He also brought the nation together in the 1995 Rugby World Cup (✓) and promoted patriotism amongst all racial groups. (✓) He continued to work tirelessly to improve the living standards of his people. The Reconstruction and Development Programme was implemented during his time of governance. (✓) After his retirement from politics he was respected as member of a Council of World Elders, who attempt to influence democratic principles throughout the world. (✓) Nelson Mandela is respected throughout the world for his compassion and wise governance after 1990.

OR

No, Nelson Mandela did not promote democratic, harmonious policies between the period 1990–2013.

During his period of governance he implemented Affirmative Action which was to benefit people of colour in the job place. (✓) The racial classification of people and a quota system was introduced whereby businesses had to employ people according to the racial composition of the population. (✓)

Particularly white people have suffered in the work place as they no longer qualify for promotion because of the quota system. (✓) Many qualified people have left the country resulting in a "brain drain" of skilled people from the country (✓). The quality of services has declined and crime has increased. (✓)

[5]

TOTAL SECTION A: 50

SECTION B: GEOGRAPHY

QUESTION 9

- 9.1 Weathering (✓) (1)
 - 9.2 Oxidation (✓) (1)
 - 9.3 Exfoliation (✓) (1)
 - 9.4 Stack (✓) (1)
 - 9.5 Appropriate technology (✓) (1)
- [5]**

QUESTION 10: MAPWORK – MULTIPLE-CHOICE QUESTIONS

- 10.1 D 5 times bigger (✓) (1)
 - 10.2 B 32° 14' 31" S ; 28° 55' 00" E (✓) (1)
 - 10.3 B (ii), (iii) and (iv). (✓) (1)
- [3]**

QUESTION 11: MAP CALCULATIONS AND INTERPRETATION

11.1 11.1.1 $15,3 \text{ cm} \times 50\,000 \text{ (✓)} \div 100\,000 \text{ (✓)}$
 $= 7,65 \text{ km (✓)}$

OR

11.1.2 $15,3 \text{ cm} \div 2 \text{ (✓✓)}$
 $= 7,65 \text{ km (✓)}$

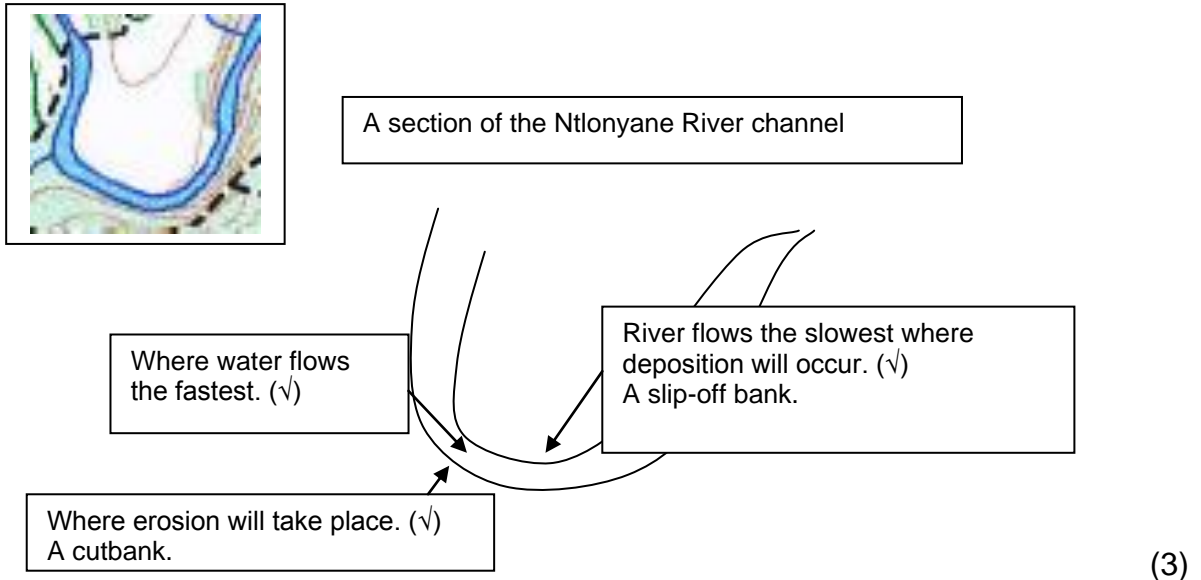
Learners' must show unit of measurement in their answers otherwise no marks should be allocated.

- B $7,65 \text{ km} \times 1\,000 \text{ (✓)} = 7\,650 \text{ m (✓)}$ (3)
 - 11.2 Relatively flat, (✓) mainly along a beach, (✓) rocky coastline, (✓) walk through river mouths. (✓) (Any 2 x 1) (2)
 - 11.3 $32^\circ 12' 39'' \text{ S} ; 28^\circ 56' 37'' \text{ E}$
 $32^\circ (\sqrt{1/2}) 12' (\sqrt{1/2}) 39'' (\sqrt{1/2}) \text{ S } (\sqrt{1/2}) ; 28^\circ (\sqrt{1/2}) 56' (\sqrt{1/2}) 37'' (\sqrt{1/2}) \text{ E } (\sqrt{1/2})$ (4)
- [11]**

QUESTION 12: FEATURES ASSOCIATED WITH A RIVER SYSTEM

12.1 Meandering pattern (✓) (1)

12.2 Redraw the section of the Ntlonyane River illustrated below.



12.3 Abrasion (✓) (1)

12.4 (Any two of the following)

- Fertile soil (✓)
 - Flat land (✓)
 - Availability of water (✓) (Any 2 x 1) (2)
- [7]**

QUESTION 13: DEVELOPMENTAL ISSUES ALONG THE WILD COAST

13.1 13.1.1 A natural reserve/protected area or “no-take zone” (✓) where fishing is prohibited. (✓) (2)

13.1.2 An area set aside as a reserve for fish (whole marine ecosystem) (✓) to breed and replenish their stock. (✓) (2)

13.2 More mussels are being removed than the rate at which the mussels are breeding. As a result too many mussels are being removed (✓) and the resource is not given time to replenish its numbers. (✓)

Eventually this will lead to the extinction of the species (✓) and loss of this species as a resource. (✓) (2)

13.3 (Any two of the following methods.)

- Limit the number of mussels taken per person. (√)
- Limit the size of the mussels that is removed. (√)
- Limit removal to certain times of the year. (√)
- Limit certain areas on a rotational basis. (√) (Any 2 x 1) (2)

[8]

QUESTION 14: SUSTAINABLE DEVELOPMENT

14.1 UN definition: "When all people at all times have access to sufficient, safe, nutritious food to maintain an active and healthy lifestyle."

To ensure that everyone in a population group has access to a sufficient amount of food. (√√) (2)

14.2 (Any two of the following)

- Few services, besides reservoirs and roads, to support commercial farming.
- No towns in the area to provide needed services.
- Many footpaths between the fields.
- Communities and fields scattered all over the landscape
- High concentration of people. (Any 2 x 1) (2)

14.3 (Any two of the following)

- Computer programmes to control feeding and irrigation (√)
- New types of seed varieties (crops) and (√)
- Solutions to problems of diseases developed in labs (√)
- Factory farming – crops grown in greenhouses or tunnels (hydroponics) (√)
- Livestock in batteries – fed food with hormones to increase growth (e.g. poultry farming) (√)
- Large fields of monoculture (√)
- Heirloom plants (cross-pollination or genetically modified crops). (√) (Any 2 x 1) (2)

14.4 (Any two advantages)

- Has dramatically increased food production, food supply is more Secure. (√)
- Increased production at lower cost (√)
- Reduced cost of pesticides and herbicides (√)
- Hardy seed can withstand diseases (√) and dry conditions. (√)
- Genetically modified foods last longer (√) – therefore transports easier, (√) and there is less waste. (√) (Any 2 x 1)

OR

(Any two disadvantages)

- Machines replace manual labour resulting in job losses. (✓)
- Community loses social links – farming no longer communally based (✓)
- Plants need large amounts of synthetic fertilisers and other chemicals to grow successfully(✓)
- Monoculture reduces habitat and biodiversity in the region(✓)
- Increases the use of fossil fuels (has a high carbon footprint) (✓)
- High density livestock promotes the spread of diseases such as bird flu. (✓)
- Ethical issues: animals not valued as living creatures that deserves a good standard of life. (✓)
- Natural plants may be effected by large scale planting of genetically modified plants. (✓)
- Only a few companies have the monopoly of genetically modified seed (farmer dependent on these companies to supply the seed at cost each year) (✓)
- Not enough research has been done – humans are not sure of the long-term consequences of to eating genetically modified foods. (✓) (Any 2 x 1) (2)

[8]

QUESTION 15: DEVELOPMENTAL ISSUES – TRADE

15.1 It is the difference between imports and exports. (✓✓) (*Answer must refer to the difference between the two*) (2)

15.2 15.2.1 In 2008 South Africa experienced an unfavourable / negative trade balance. (✓) (1)

15.2.2 The value of the imports was greater than the value of the exports. (✓) (1)

15.3 (Any two of the following)

- It is bad (unfavourable) for the economy. (✓)
- Government is in debt. (✓)
- Will have to take out a loan to cover the debt incurred. ✓)
- International reputation of having a sound economy is threatened. (✓)
- The inflationary increases in the cost of living (✓)
- Value of the rand decreases. (✓)(✓) (Any 2 x 1) (2)

15.4 (Any two relevant strategies)

- Move away from exporting unprocessed raw materials. (✓)
- Encourage local industry to process raw materials and encourage industrial development. (✓)
- Offer loans to help encourage entrepreneurial development. (✓)
- Encourage the local population to support South African industry. (✓)
- Support the development of mathematics and science in education. (✓) (2)

[8]

TOTAL SECTION B: 50
GRAND TOTAL: 100

