



Province of the  
**EASTERN CAPE**  
EDUCATION

**SENIOR FASE**

**GRAAD 9**

**NOVEMBER 2014**

**SOSIALE WETENSKAPPE  
GESKIEDENIS EN GEOGRAFIE  
ADDENDUM**

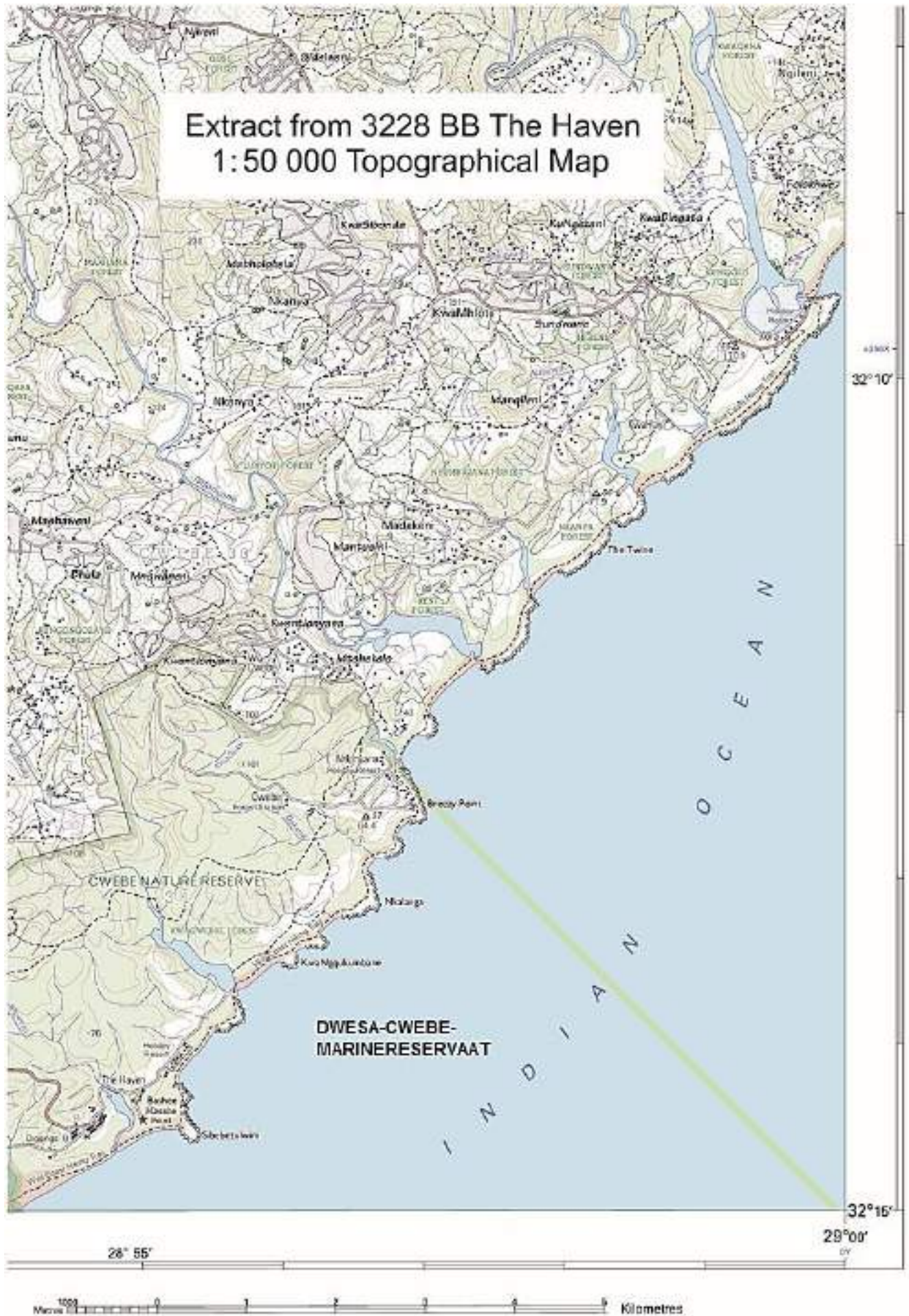
**PUNTE: 100**

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Hierdie addendum bestaan uit 3 bladsye.

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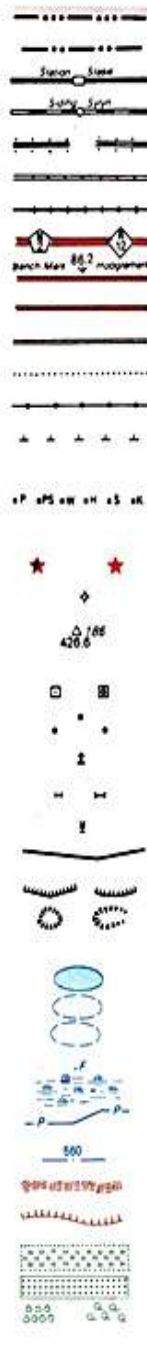


KONVENSIENELE SIMBOLE/TEKENS

The following are the conventional symbols most commonly used on South African maps at a scale of 1:50 000. All Government map extracts in this book are orientated with North at the top of the page as they are normally read.

REFERENCE

- International Boundaries .....
- Provincial Boundaries .....
- Multiple Track Railways .....
- Single Track Railways .....
- Electrified Railways .....
- Narrow Gauge Railways .....
- Service Railways .....
- Arterial Roads .....
- Main Roads .....
- Secondary Roads .....
- Other Roads .....
- Tracks and Footpaths .....
- Power Lines .....
- Telephone Lines .....
- Post Offices, Police Stations and Posts,  
Stores, Hotels, Schools and .....
- Places of Worship .....
- Lighthouses and Marine Lights .....
- Marine Beacons .....
- Trig. Beacons .....
- (Number to right and height below)
- Magnetic Stations and Ground Signs .....
- Huts .....
- Monuments .....
- Dipping Tanks .....
- Windmills .....
- Walls .....
- Anti-erosion Walls .....
- Excavations .....
- Perennial Water .....
- Non-perennial Water .....
- Dry Pans .....
- Springs, Waterholes and Wells .....
- Marshes, Swamps and Vleis .....
- Pipelines .....
- Photo Centres .....
- Prominent Rock Outcrops .....
- Terraces .....
- Cultivated Lands .....
- Orchards and Vineyards .....
- Trees and Bush .....
- Original Farms .....



VERKLARING

- Internasionale Gense .....
- Provinsiale Gense .....
- Veelvoudige Spoorlyne .....
- Enkelspoorlyne .....
- Geëlektrefiseerde Spoorlyne .....
- Smalspoorlyne .....
- Diensspoorlyne .....
- Hoofverkeerspaie .....
- Grootpaie .....
- Sekondêre Paie .....
- Ander Paie .....
- Dowwe Paie en Voetpaie .....
- Kraglyne .....
- Telefoonlyne .....
- Poskantore, Polisiestasies en -poste,  
Winkels, Hotelle, Skole en .....
- Pleke van Aanbidding .....
- Vuurtorings en Seevaartligte .....
- Seevaartbakens .....
- Trig. Bakens .....
- (Nommer regs en hoogte onder)
- Magnetiese Stasies en Grondtekens .....
- Hutte .....
- Monumente .....
- Dipbakke .....
- Windpompe .....
- Mure .....
- Grondbewaringswalke .....
- Uitgrawings .....
- Standhoudende Water .....
- Nie-standhoudende Water .....
- Droë Panne .....
- Fonteine, Watergate en Putte .....
- Moerasse en Vleie .....
- Pyplyne .....
- Fotomiddelpunte .....
- Prominente Klipbanke .....
- Terrasse .....
- Bewerkte Lande .....
- Boorde en Wingerde .....
- Bome en Bos .....
- Oorspronklike Plase .....



Province of the  
**EASTERN CAPE**  
EDUCATION

**SENIOR PHASE**

**GRADE 9**

**NOVEMBER 2014**

**SOCIAL SCIENCES  
HISTORY AND GEOGRAPHY**

**MARKS: 100**

**TIME: 2 hours**

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This question paper consists of 16 pages.

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**INSTRUCTIONS AND INFORMATION**

1. This examination paper consists of TWO sections:
  - SECTION A: HISTORY (50 marks), and
  - SECTION B: GEOGRAPHY (50 marks).
2. ALL questions must be answered.
3. Read the questions carefully before answering.
4. Number your answers according to the sequence of questions asked.
5. Start EACH section on a NEW page.
6. Refer to the mark allocation as a guide to assist you with the number of facts that must be written down to answer a question. For example, a mark allocation of 3 marks requires three separate facts.
7. Write in full sentences or in short phrases to explain your answers. A one word answer or a listing of separate words will not be awarded marks.
8. You have been supplied with an extract of a 1 : 50 000 topographical map, 3228 BB THE HAVEN (Addendum). Refer to the topographical map when you answer SECTION B of this examination paper.

**SECTION A: HISTORY**

**QUESTION 1: THE CAUSES AND OUTBREAK OF THE SECOND WORLD WAR (1919–1945)**

Write a good explanation of EACH of the following terms:

- 1.1 Democracy (2)
  - 1.2 Fascism (2)
  - 1.3 Propaganda (2)
  - 1.4 Holocaust (2)
- [8]**

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

Refer to FIGURE A and FIGURE B to answer the questions that follow.



**FIGURE A**

An 'ideal' German man used in a Nazi poster.



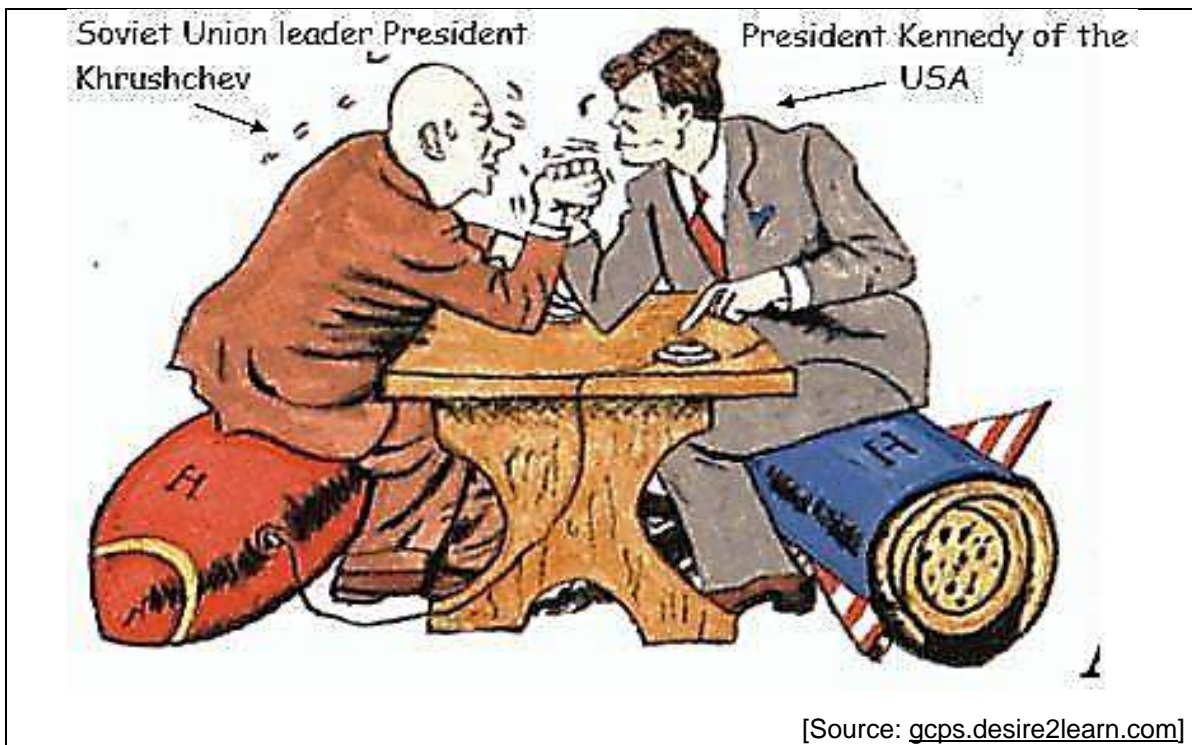
**FIGURE B**

The 'stereotypical' Jew. This caricature was drawn by Philipp Rupprecht who worked for a Nazi newspaper called "Der Stürmer".

- 2.1 With reference to FIGURE B, explain the term, “stereotypical”. (2)
- 2.2 Compare the image in FIGURE A with the image in FIGURE B. Contrast ONE different way the Nazi cartoonist illustrated the ‘stereotypical’ German and the ‘stereotypical’ Jew. (2)
- 2.3 Besides racial prejudice, give TWO other reasons Nazi leaders wanted Jewish people to be portrayed in a negative way. (2)
- [6]

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

Look at the following cartoon to answer the following questions.



The cartoon illustrates conflict between the Union of Soviet Socialist Republics (USSR) and the United States of America (USA) during the Cold War.

- 3.1 Name the international crisis that almost caused the USSR and the USA to start a nuclear war in 1961. (1)
- 3.2 On what object are the two people sitting on in the cartoon? (1)
- 3.3 Describe how the cartoonist is illustrating conflict between the two superpowers, USA and USSR, in the cartoon. (2)
- 3.4 Explain the term ‘Cold War’. (2)
- 3.5 Explain the ‘arms race’ as a cause of tension between the USSR and the USA during the Cold War period. Write FIVE different facts in full sentences. (5)

[11]



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

Choose the correct person from the list below. (Write only the name of the person as your answer.)

Albert Luthuli	Mahatma Ghandi	Steve Biko	P.W. Botha
Robert Sobukwe	Walter Sisulu	F.W. de Klerk	Hector Petersen

- 4.1 He was elected as president of the African National Congress in 1952 and won the Nobel Prize for Peace in 1960. (1)
- 4.2 He founded the Black Consciousness Movement in the early 1970s. (1)
- 4.3 “*Satyagraha*” – a policy of passive resistance (without violence). (1)
- 4.4 The president who unbanned all political parties/freedom movements and who ensured the release of Nelson Mandela in 1990. (1)
- [4]**

**QUESTION 5: TURNING POINTS IN SOUTH AFRICAN HISTORY (1948–1960)**

Provide the term or name FOR EACH of the following definitions:

- 5.1 A policy of separate development of racial groups in South Africa implemented by the National Party after 1948 (1)
- 5.2 When a government is granted special powers, for example to imprison people without trial, or to enforce curfews so that they can crush the opposition and prevent protests (1)
- 5.3 An economic measure used by member countries of the United Nations, whereby they refuse to trade with a particular country if that country is guilty of, for example, violations against human rights (1)
- [3]**

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

A Women's Protest March on 9 August 1956. Refer to the photograph to answer the questions that follow.



[Source: [www.capechameleon.co.za](http://www.capechameleon.co.za)]

Leaders of the march (from left to right) Radima Moosa, Lilian Ngoyi, Helen Joseph and Sophie Williams standing with the petition they wanted to present to the Prime Minister, J.G. Strijdom, on 9 August 1956.

- 6.1 For what reason did these women decide to organise a protest march? (1)
- 6.2 Study the photograph. What is the racial significance of the four ladies in the photograph? (1)
- 6.3 As a result of this protest, people living in South Africa celebrate National Women's Day every year on 9 August as a public holiday. Explain the importance of this public holiday for all South Africans. (2)
- [4]**

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

Contrasting evidence: Refer to SOURCE A and SOURCE B about the Sharpeville massacre that took place on Monday, 21 March 1960.

**SOURCE A*****Extract from an eyewitness report by Humprey Tyler***

There was no warning volley. When the shooting started, it did not stop until there was no living thing in the huge compound in front of the police station. The police claimed they were in desperate danger because the crowd was stoning them. Yet only three policemen were reported to have been hit by stones – and more than 200 Africans were shot down.

I saw no weapons, although I looked very carefully, and afterwards studied the photographs of the death scene. While I was there, I saw only shoes, hats and a few bicycles left among the bodies.

[Source: *What is History?*, The National Education Crisis Committee, 1987, pg. 25]

**SOURCE B**

***Adapted from an extract from the Rand Daily Mail newspaper article dated Tuesday, 22 March 1960, one day after the Sharpeville massacre:***

As he (Colonel Pine Pienaar) entered the police station grounds his car was stoned. He managed to get his men behind the wire enclosure. The gates were barred again. Some Africans dashed up and reopened them. They were supported by a hail of stones. Shots were fired at the police.

The order to fire was given in the face of a threatening mob ... Volley after volley of .303 bullets and sten guns bursts tore into between 15 000 and 20 000 people who had surrounded the police station.

... scores of people fell before the hail of bullets ... They fled so quickly that hundreds of shoes, trousers, jackets – and even chairs – were left behind.

[Source: *What is History?*, The National Education Crisis Committee, 1987, pg. 25]

- 7.1 7.1.1 Identify SOURCE A as either a primary, or a secondary source of information. (1)
- 7.1.2 Give a good reason for your choice to QUESTION 7.1.2. (1)
- 7.2 Refer to SOURCE A and SOURCE B. Explain ONE topic of conflicting evidence presented in the two sources of information. (2)
- 7.3 What was the reason the people of Sharpeville decided to protest? (1)
- 7.4 After the Sharpeville Massacre there was a change in the strategy and the way the political opposition such as the African National Congress and Pan African Congress reacted to National Party rule in South Africa.
  - 7.4.1 Name the strategy the political opposition used before the Sharpeville Massacre. (1)
  - 7.4.2 Name the strategy of political opposition used after the Sharpeville Massacre. (1)
  - 7.4.3 Explain why the political opposition felt the need to change the way they opposed the National Party policies after the Sharpeville massacre. (2)

**[9]**

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

Paragraph question: This question requires the use of full sentences in the form of a paragraph or paragraphs.

Read the following extract to answer the questions that follow.

“During my lifetime, I have dedicated myself to this struggle of the African people. I have fought against white domination, and I have fought against black domination. I have cherished the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities. It is an ideal which I hope to live for and to achieve. But if needs be, it is an ideal for which I am prepared to die.” –  
*From Nelson Mandela’s speech during the Rivonia Trial on April 20, 1964.*

[Source: *Time Magazine*, 19 December 2013]

Discuss this statement:

Nelson Mandela achieved his ideal to uphold the principles of democracy and to maintain harmonious relations between racial groups in South Africa after his release from prison in 1990.

**[5]**

**TOTAL SECTION A: 50**

**SECTION B: GEOGRAPHY****MAP WORK ANALYSIS, DEVELOPMENT ISSUES, RESOURCE USE AND SUSTAINABILITY AND SURFACE FORCES THAT SHAPE THE EARTH.****QUESTION 9**

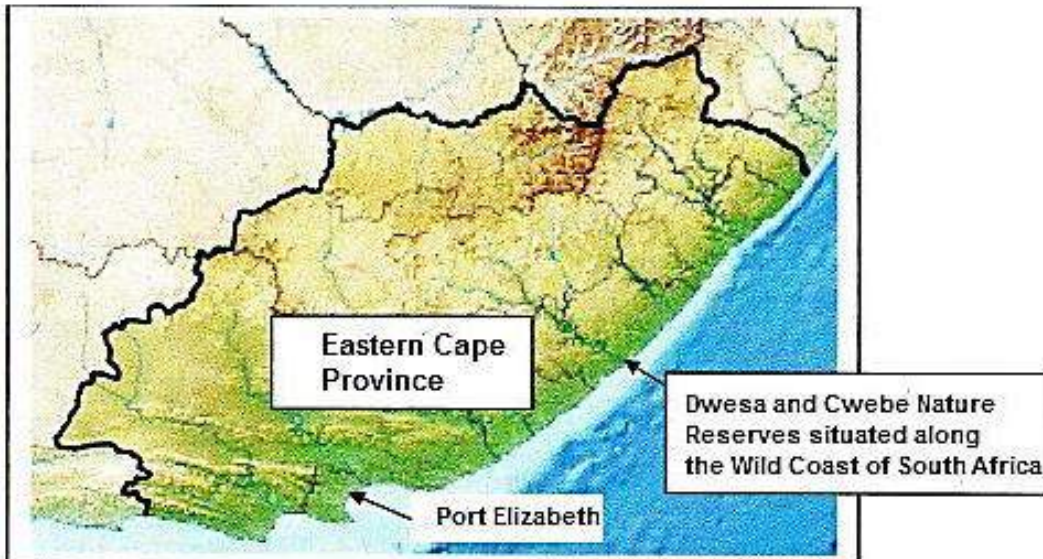
Choose the correct answer for each of the following sentences. Write only the question number (9.1–9.5), and the word you have chosen in your ANSWER BOOK.

- 9.1 The process that breaks down rocks into smaller pieces is called (erosion / weathering). (1)
- 9.2 A chemical process whereby iron minerals in rock react with dissolved oxygen to produce a red or yellow colour, called rusting, is called (oxidation / carbonation). (1)
- 9.3 A process whereby very hard rock expands during hot days and contracts during cold nights to eventually split in layers (like an onion) causing rounded shaped rocks is called (blocking / exfoliation). (1)
- 9.4 An isolated pillar of rock that has been separated from a headland by coastal erosion is called a (rock island / stack). (1)
- 9.5 Technology that is small-scale, labour intensive and easy for the local people to understand is called (appropriate technology / alternative technology). (1)
- [5]**

**QUESTION 10: MAPWORK – MULTIPLE-CHOICE QUESTIONS**

Refer to the extract of the 1:50 000 topographical map 3228 BB (in the addendum) and the information below to answer the questions that follow:

**POSITION OF THE DWESA AND CWEBE NATURE RESERVES IN THE EASTERN CAPE PROVINCE OF SOUTH AFRICA**



[Source: [http://en.Wikipedia.org/wiki/file:South Africa](http://en.Wikipedia.org/wiki/file:South_Africa)]

The following English words are used on the topographical map that is provided. The Afrikaans translation of the words are provided,

**ENGLISH****AFRIKAANS**

Diggings	Delwery
Forest	Bosbou
Forest station	Bosboustasie
Hiking trail	Staproete / Voetslaanpad
Holiday resort	Vakansieoord
Marine reserve	Marinereservaat
Nature reserve	Natuureservaat

Choose the correct answer from the options provided. Write only the question number (10.1–10.3) and the letter (A–D) of your choice as your answer, for example: 10.4 D.

10.1 An orthophotograph map with a scale of 1 : 10 000 shows an image that is ... than a 1 : 50 000 topographical map.

- A 10 times smaller
- B 5 times smaller
- C 10 times bigger
- D 5 times bigger

(1)

10.2 Refer to the topographical map provided. The co-ordinates of the marine light at Bashee Mbashe Point is ...

- A 32° 14' 31" E ; 28° 55' 00" S.
- B 32° 14' 31" S ; 28° 55' 00" E.
- C 28° 55' 00" E; 32° 14' 31" S.
- D 28° 55' 00" S; 32° 14' 31" E.

(1)

10.3 Refer to the topographical map provided. Rainfall in the region is relatively high. From the list below choose the factors you would use as evidence for this conclusion:

- (i) Many reservoirs in the mapped area
- (ii) Many perennial rivers
- (iii) Marshlands are evident in the mapped area
- (iv) The amount and type of vegetation
- (v) Dense concentration of people

- A (i), (ii) and (iii)
- B (ii), (iii) and (iv)
- C (iii), (iv) and (v)
- D All of the above

(1)

**[3]**

**QUESTION 11: MAP CALCULATIONS AND INTERPRETATION**

11.1 The section of the Wild Coast Hiking Trail in the Cwebe Nature Reserve measures 15,3 cm on the 1 : 50 000 topographical map.

11.1.1 Use the measurement of 15,3 cm and the 1 : 50 000 scale of the topographical map to calculate the actual distance in kilometres. Show all the steps in your calculation. (3)

11.1.2 Convert your answer in QUESTION 11.1.1 to metres. (2)

11.2 Refer to the topographic map. Describe the topography and natural features of the Wild Coast Trail in the section of the Cwebe Nature Reserve. (2)

11.3 Write down the co-ordinates for trigonometrical station no. 57. (4)

**[11]**

**QUESTION 12: FEATURES ASSOCIATED WITH A RIVER SYSTEM**

12.1 Choose the correct answer. Write only the question number and your choice as the answer.

Refer to the Ntlonyane River. The channel pattern of the river is called a (meandering / braided) pattern. (1)

12.2 Redraw an enlarged drawing of the section of the Ntlonyane River illustrated below.



Section of the Ntlonyane Riverchannel

On your drawing, use an arrow and a written label to indicate the following:

- where the water in the river channel will flow the fastest
- where erosion (called a cutbank) will occur
- where deposition (called the slip-off bank) will take place (3)



12.3 Give the term used to describe the following erosion process:

Rocks carried by the river scour and scrape the sides and bottom of the river channel, thereby making the channel deeper and smoother over time. (1)

12.4 People have cultivated fields on the floodplain of the larger rivers in the mapped area:

Explain TWO possible benefits of cultivating crops on the floodplain of a river. (2)  
[7]

**QUESTION 13: DEVELOPMENTAL ISSUES ALONG THE WILD COAST**

Read the following extracts to answer the questions that follow.

**CONFLICTING INTERESTS ALONG THE COASTLINE OF THE DWESA AND-CWEBE NATURE RESERVES**

Throughout time, local people have harvested mussels along the coastline. Unfortunately, due to an increase in the number of people, the practice has become unsustainable.



A typical scene of mussel gatherers along the South African Wild Coast

[Source: [Dwesa and Cwebe Nature Reserves, DOA. www.nda.agric.za/doa/dev/fisheries.pdf](http://www.nda.agric.za/doa/dev/fisheries.pdf)]

13.1 The coastal region of the Dwesa and Cwebe Nature Reserves is one of 21 marine protected areas in South Africa.

A Explain what a *Marine Protected Area (MPA)* is. (2)

B Explain the ecological importance of maintaining Marine Protected Areas. (2)

*Definition: ecological refers to the organisms and creatures that live in the area and the environment they depend on to survive.*

13.2 Explain the concept of an 'unsustainable' practice with reference to the local people who collect mussels along the Dwesa-Cwebe coastline.

13.3 Without completely banning the practice, give TWO recommendations that authorities should enforce to ensure the practice of harvesting mussels is more sustainable.

(2)  
[8]

#### QUESTION 14: SUSTAINABLE DEVELOPMENT

Read the following extract to answer the questions that follow.

“Eight villages, with a total population of approximately 15 000 people, share a border with the Dwesa/Cwebe Nature Reserves. A large proportion of the population is under 18 years of age and poverty levels are high. Food security is often threatened. More than 600 households have no income at all and depend on agriculture and natural resources for their survival.”

[Source: [Dwesa and Cwebe Nature Reserves, DOA. www.nda.agric.za/doa/dev/fisheries.pdf](http://www.nda.agric.za/doa/dev/fisheries.pdf)]

14.1 Explain the concept *food security*.

(2)

14.2 Study the topographical map.

Give TWO reasons from the mapped area to support the claim that the people living on the borders of the Cwebe Nature Reserve are small-scale, subsistence farmers.

(2)

14.3 Explain TWO ways that advances in science and technology could increase food production in the area.

(2)

14.4 Advances in science and technology can increase food production. There is however advantages and disadvantages associated with these measures.

Give either TWO advantages or TWO disadvantages of using modern advances in science and technology in farming to increase food production.

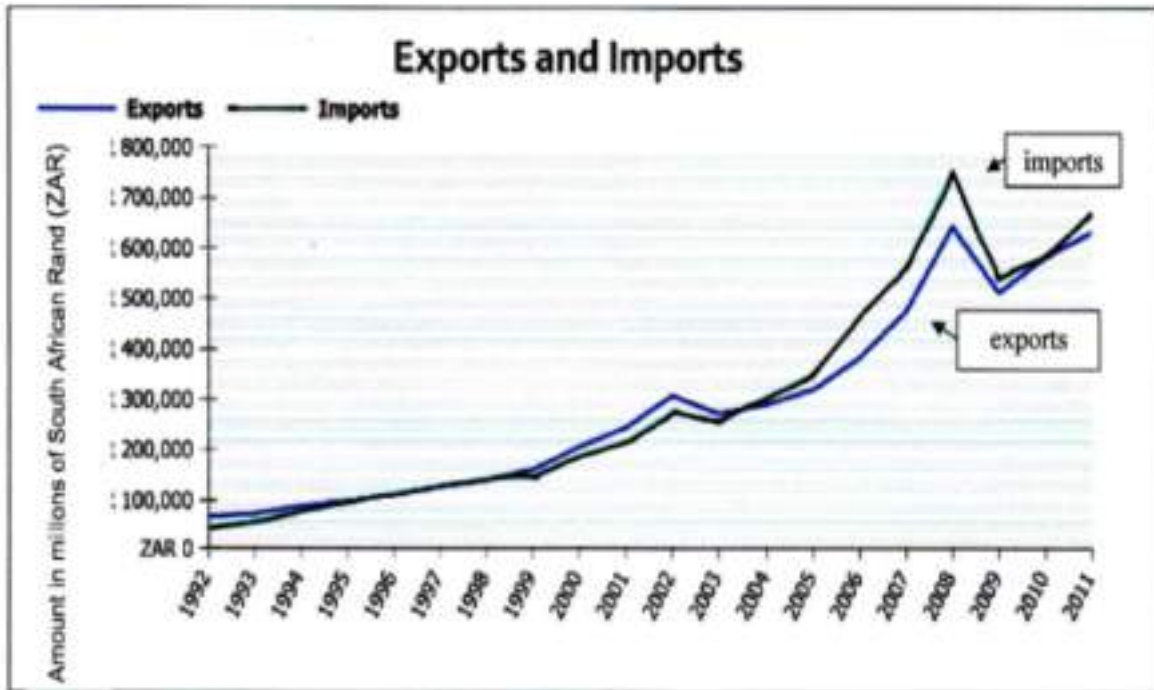
(2)  
[8]

**QUESTION 15: DEVELOPMENTAL ISSUES – TRADE**

Refer to graphs A and B to answer the questions that follow.

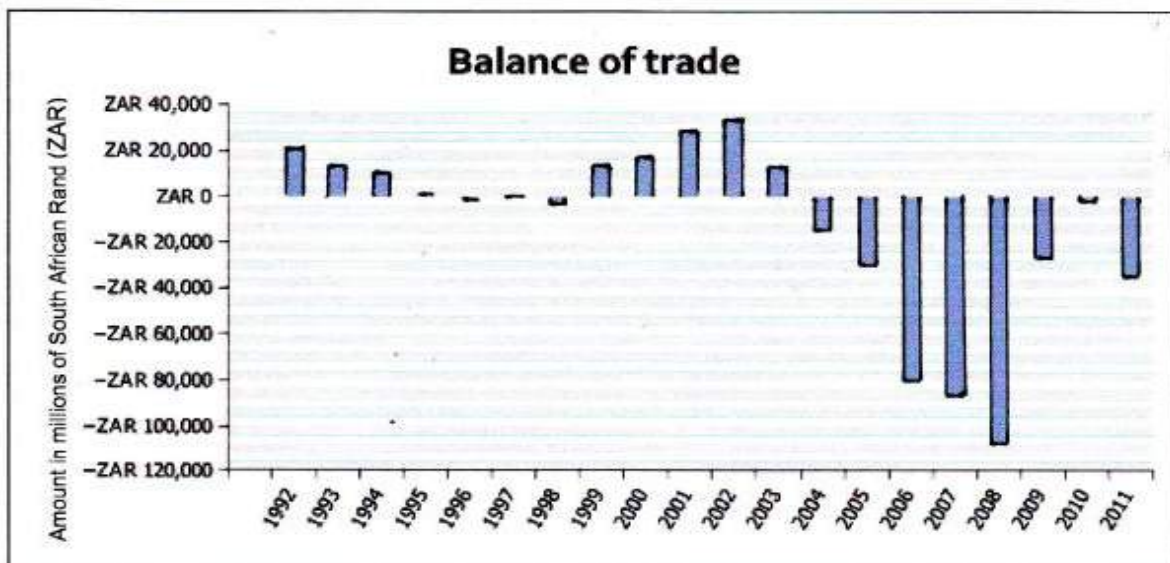
Graph A: The value of South African imports and exports from 1992 to 2011

Graph A: A graph illustrating the value of South African imports and exports from 1992 to 2011.



Graph B: The South African Balance of Trade from 1992 to 2011.

Graph B: The South African Balance of Trade from 1992 to 2011.



[Source: <http://apps.thedti.gov.za/econdb/raportt/raptottr.html>]

- 15.1 Define the meaning of the term, *balance of trade*. (2)
- 15.2 15.2.1 Study Graph B to choose the correct answer to the following question. Write only the question number and the word as answer on your ANSWER BOOK.
- South Africa experienced (a favourable / an unfavourable) trade balance in 2008.
- 15.2.2 Study Graph A.  
Give the reason for your choice in QUESTION 15.2.1. (1)
- 15.3 Name TWO possible results of an unfavourable (or negative) trade balance for the South African economy. (2)
- 15.4 Give TWO possible solutions the South African government could introduce to ensure the economy is developed to ensure a more favourable (or positive) balance of trade. (2)
- [8]**

**TOTAL SECTION B: 50**  
**GRAND TOTAL: 100**