



Province of the
EASTERN CAPE
EDUCATION

SENIOR PHASE

GRADE 9

NOVEMBER 2016

**SOCIAL SCIENCES
HISTORY**

MARKS: 100

TIME: 1 hour



This question paper consists of 10 pages.

INSTRUCTIONS AND INFORMATION

1. This question paper has TWO sections:

SECTION A:
SOURCE-BASED QUESTIONS

QUESTION 1: Nazi Germany and the Cold War (35 punte)

QUESTION 2: South African History 1948–1950s (15 marks)

QUESTION 3: South African History 1960s to 1990s (40 marks)

SECTION B:
ESSAY WRITING: South African History 1948–1990s

Learners must answer ONE of two questions (10 marks)

2. Read every question carefully before answering.
3. Number your answers correctly.
4. Start each question at the top of a new page.
5. 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. A mark allocation of 3 x 2 one fact is required in most cases and 6 marks will be awarded. If there is no doubling of marks, for e.g. (3), only three facts are required for 3 marks.
6. Where possible, write in full sentences or in short phrases to explain your answers.

SECTION A: SOURCE-BASED QUESTIONS**QUESTION 1: NAZI GERMANY AND THE COLD WAR**

- 1.1 Choose the correct answer from the list of words provided below for each of the following statements/questions listed below.

Nuremburg; The Enabling Act; Holocaust; Semitic, Aryan; Mein Kampf; Kristallnacht; The Wall Street Crash

- 1.1.1 Name the book Hitler wrote (1 x 2) (2)
- 1.1.2 The race of people that Hitler believed was the master race (1 x 2) (2)
- 1.1.3 An event that happened in 1929 which caused an economic depression throughout the world (1 x 2) (2)
- 1.1.4 Laws passed in 1935 that limited the rights of Jewish people in Germany (1 x 2) (2)
- 1.1.5 A period of time (1941–1945) during which 6 million Jews were killed (1 x 2) (2)
- 1.2 Dropping the bomb on Hiroshima

Study the following sources of information to answer the questions that follow:

SOURCE A

Scientists urged the White House to demonstrate the bomb's power to Japan – before dropping it. The new President was former Vice President Harry S. Truman. The Manhattan Project had been so secret that Truman received his first briefing only after the death of President Roosevelt in April 1945.

SOURCE B

The Enola Gay reached Hiroshima around 08:15 a.m. Air raid sirens went off as workers rushed to their jobs and children hurried to school. Many paused to watch the lone bomber flying overhead. The Atomic Age began at exactly 08:15 and 17 seconds when "Little Boy" was released. A moment later the American Aviators saw a purple flash far below them.

SOURCE C

The bomb exploded 2 000 feet above the centre of the city, incinerating 60 percent of Hiroshima. Steel girders melted like wax. Railway trains were lifted hundreds of feet into the air. Trees and telephone poles exploded like matches. Human beings simply vaporised. A shock wave levelled houses miles away from Ground Zero, the point where the bomb exploded. More than 70 000 died instantly. Thousands more would perish later from burns and radiation sickness.

[Source: www.sahistory.org.za. Accessed on 14 August 2014.]

- 1.2.1 Read SOURCE A.
- A To what type of “bomb” does the article refer? (1 x 2) (2)
- B What was the *Manhattan Project*? (2 x 2) (4)
- 1.2.2 Read SOURCE B.
- A Name the B-29 bomber that dropped the bomb. (1 x 2) (2)
- B Name the new age of warfare that was started by the United States dropping the bomb called ‘Little Boy’ on Hiroshima. (1 x 2) (2)
- 1.2.3 Explain in detail any TWO reasons why the United States of America believed it was necessary to drop a bomb on Hiroshima. (2 x 2) (4)
- 1.2.4 Use the sources of information provided and explain your view regarding the following:
- Was it morally justifiable for the United States of America to drop the bomb on Hiroshima? (4 x 1) (4)

1.3 Conflict between the U.S.S.R. and U.S.A.

Study sources A and B to answer the questions that follow:

SOURCE A



An American cartoon from the Cold War period. The bear represents Russia.

SOURCE B



The West was very worried about Soviet actions after World War Two. Russia took over parts of Eastern Europe and made sure that communist governments came to power in most of Eastern Europe. The dividing line between the communist Eastern Europe and the democratic and capitalist Western Europe became known as the “Iron Curtain”.

[Source: *Oxford Successful, Social Sciences*, page 154.]

- 1.3.1 Explain what is meant by the term *Cold War*. (3)
- 1.3.2 In SOURCE A, what message do you think the American cartoonist is trying to show about U.S.S.R.? (1 x 2) (2)
- 1.3.3 Refer to SOURCE B. What evidence is there on the map to support the view of the cartoonist? (1 x 2) (2)

[35]

QUESTION 2: TURNING POINTS IN SOUTH AFRICAN HISTORY SINCE 1948

- 2.1 Link the laws passed by the Apartheid government in COLUMN A with the correct explanations in COLUMN B. Write only the question number (2.1.1–2.1.5) and the correct letter (A–E) as your answer, for example 2.1.6 F.

COLUMN A	COLUMN B
2.1.1 Immorality Amendment Act	A This Act forced a physical separation between races by creating different residential areas for them
2.1.2 Group Areas Act	B This Act provided for the establishment of black homelands
2.1.3 Reservation of Separate Amenities Act	C This Act led to the creation of a national register in which every person's race was recorded
2.1.4 Bantu Authorities Act	D This Act prohibited (did not allow) sexual relationships between white and black people
2.1.5 Population Registration Act	E This Act enforced segregation in all public places and on public transport

(5 x 1) (5)

- 2.2 Human rights and Apartheid

Refer to the text below to answer the questions that follow:

Describing the Freedom Charter, Chief Albert Luthuli wrote:

“The Charter produced at Kliptown is, line by line, the direct outcome of conditions which obtain harsh, oppressive and unjust conditions. It is thus a practical and relevant document. It attempted to give a flesh and blood meaning, in the South African setting, to such words as democracy, freedom, liberty.”

[Source: www.sahistory.org.za. Accessed on 15 May 2014.]

- 2.2.1 Where was the Freedom Charter drawn up? (1)
- 2.2.2 Which organisation was responsible for the terms of the Freedom Charter? (1 x 1) (1)
- 2.2.3 What was the purpose of the Freedom Charter? (1 x 2) (2)
- 2.2.4 Give any TWO principles of the Freedom Charter. (2 x 2) (4)
- 2.2.5 What did the Apartheid government do to the members of the political opposition that drew up the terms of the Freedom Charter? (1 x 2) (2)

[15]

QUESTION 3: TURNING POINTS IN SOUTH AFRICAN HISTORY SINCE 1960

3.1 On public holidays different episodes of the struggle for democratic rights in modern South Africa are celebrated.

March 21 st (Human Rights Day)	August 9 th (National Women’s Day)
April 27 th (Freedom Day)	September 21 st (National Heritage Day)

Choose any THREE of the above public holidays and explain it in detail in terms of the following:


3.1.1 Choose any THREE of the above public holidays and mention what each public holiday celebrates. (3 x 2) (6)

3.1.2 For each of the THREE you have chosen, explain why it is important that ALL South Africans celebrate this holiday? (3 x 2) (6)

3.2 The Soweto Uprising, 16 June 1976

Refer to Source A and B to answer the questions that follow:

SOURCE A



DO NOT WANT AFRIKAANS
WIL NIE AFRIKAANS HÊ NIE

TO HELL WITH AFRIKAANS
WEG MET AFRIKAANS

The marching students carried home-made banners showing why they were marching. These ones emphasise the language issue, while others called for their teachers and fellow students to be released from jail, and for the end of Bantu Education.

[Source: *Oxford Successful, Social Sciences*, page 178]

SOURCE B

Photo taken by Sam Nzima of a dying Hector Pieterse being carried by a fellow student.

[Source: www.sahistory.org.za. Accessed on 26 August 2014]

- 3.2.1 Explain why the picture of Hector Pieterse (SOURCE B) became the picture chosen to represent the horror of the 1976 Soweto uprising. (1 x 2) (2)
- 3.2.2 Provide a reason why black high school learners demonstrated on 16 June 1976. (1 x 2) (2)
- 3.2.3 How did the police react to the high school learners that were demonstrating? (1 x 2) (2)
- 3.2.4 Why were the police criticised for the way they reacted to the high school learners that were demonstrating? (1 x 2) (2)

3.3 Forced removals:

Study the following extract to answer the questions that follow:

*Sheena Duncan, National President of the **Black Sash movement*** gives her views on the effects the system of forced removals had on people's lives in an interview in 1984:*

(This interview helped to raise awareness about the effects of forced removals and the Homeland System in South Africa).

"When you move people, it means total poverty for them. They lose their means of survival. The only way of getting work is to get locked into the migrant labour system. Community life is totally destroyed and helplessness and poverty prevail."

[From *Oxford Successful*]

Explanation: The **Black Sash Movement** was an organisation of white women who protested against Apartheid Laws.

- 3.3.1 A Is the extract an example of a primary or secondary source of historical evidence? (1 x 2) (2)
- B Give a reason for your answer. (1 x 2) (2)
- 3.3.2 Write an explanation of the following terms in the context of South African history:
- A Forced removals (2 x 2) (4)
- B The Homeland system (2 x 2) (4)
- C The Migrant Labour system (2 x 2) (4)
- 3.3.3 What TWO events in 1994 brought an end to forced removals and the homeland system in South Africa? (2 x 2) (4)

[40]

TOTAL SECTION A: 90

SECTION B**QUESTION 4: PARAGRAPH QUESTION**

Answer any ONE of the following questions:

4.1 Write a short paragraph on the political role of any ONE of the following people:

- Hoofman Albert Luthuli
- Mahatma Gandhi
- Helen Joseph

In your explanation, elaborate on who they were and the role they played to oppose apartheid policies in South Africa (1948–1960). (5 x 2) (10)

OR

4.2 Describe the:

- political challenges between 1990 and 1994, and the
- process of negotiations leading up to the first democratic election in 1994. (5 x 2) (10)

TOTAL SECTION B: 10
GRAND TOTAL: 100