



Province of the  
**EASTERN CAPE**  
EDUCATION

**SENIOR PHASE**

**GRADE 9**

**NOVEMBER 2012**

**SOCIAL SCIENCES  
MEMORANDUM**

**MARKS: 100**

---

This memorandum consists of 10 pages.

---

## SECTION A GEOGRAPHY

## QUESTION 1 MAP READING AND INTERPRETATION

- 1.1 A ✓ The position of a map on grid of latitude and longitude. (1)  
 1.2 C ✓ A8 (1)  
 1.3 C ✓ Spur and Valley (1)  
 1.4 D ✓ Road transport and Railway transport (1)  
 1.5 C ✓ 5 (1)  
 1.6 D ✓ Buffalo River (**F6**). (1)  
 1.7 A ✓ Word scale (1)  
 1.8 C ✓ free flow of road and rail transport. (1)  
 1.9 B ✓ H2. (1)  
 1.10 A ✓ cultivation. (1)
- [10]**

## QUESTION 2 MAP READING AND INTERPRETATION

- 2.1 The route is generally **ascending**. It is because from the 'Y' junction (F7) south east of Zwelitsha to the excavations south of KwaMlakalaka (H7) there is a **general increase in height** as shown by the increase in spot heights. (2)
- 2.2 The bearing is  $175^\circ$  ✓✓ Award full marks if the difference is within a range of  $\pm 3^\circ$  (2)
- 2.3  $32^\circ 54' 30'' S$  ✓  $27^\circ 25' 45'' E$  ✓ (2)
- 2.4 Map Distance in cm = 8,5 cm ✓  
 Map Scale = 1:50 000  
 Ground Distance =  $\frac{8,5 \text{ cm} \times 50\,000}{100\,000}$   
 = 4,25 km ✓<sup>1</sup> + 3 km (to Blaney as shown on the map)  
 = 7,25 or 7 km (3)
- 2.5 Time =  $\frac{\text{Distance}}{\text{Speed}}$   
 =  $\frac{7 \text{ km}}{100 \text{ km/h}}$  (map real distance/km)  
 = 0,07hr ✓<sup>1</sup>  
 = 0,07hr x 60 min ✓<sup>1</sup>  
 = 4,2 min/4 min ✓<sup>1</sup> (3)

2.6 Aerial photography is the taking of photographs of the ground from an elevated position. It is used to study the 'bird's eye view of an area. Aerial photographs are often used to create orthophotos, photographs which have been geometrically "corrected" so as to be usable as a map.  $\sqrt{1}$   
**(Any 1 point above/relevant fact.)**

Orthophotos are commonly used in geographic information systems, such as used by mapping agencies (e.g. Ordnance Survey) to create maps. Once the images have been aligned, or 'registered', with known real-world coordinates, they can be widely deployed.  $\sqrt{1}$

**(Any 1 point above/relevant fact.)**

Satellite images have many applications in meteorology, agriculture, geology, forestry, biodiversity conservation, regional planning, education, intelligence and warfare. Images can be in visible colours and in other spectra. Satellite imagery is also used in seismology and oceanography in deducing changes to land formation, water depth and sea bed, by colour caused by earthquakes, volcanoes, and tsunamis.  $\sqrt{1}$

**(Any 1 point above/relevant fact.)**

(3)  
[15]

**QUESTION 3 DEVELOPMENT & SUSTAINABLE USE OF RESOURCES**

3.1 Indicators of economic development are indicators that measure money and wealth. They are:

- The **Gross National Income** – the total value (in money) of all goods and services the country/people produce in one year.
- The **Gross National Income** per capita – gives an indication of the amount of money available to each person in the country.
- **Human Development Index** – the well-being of the population in relation to health and education.
- Percentage of people in **Different Sectors** of the economy.  $\sqrt{\sqrt{2}}$

**(Any 2 above)** (2)

3.2

THIS RETARDS DEVELOPMENT		THIS ENCOURAGES DEVELOPMENT	
1.	HIV/Aids	1.	Using computers
2.	Crime	2.	Social grants

(2x2) (4)

- 3.3
- It is unaffordable and tends to be expensive.
  - It tends not to benefit the people it is intended to, the poor.
  - It does not bring about improvements.
  - It brings negative results on the environment.
  - It causes people to lose their jobs.
  - It replaces and reduces human labour and thus leads to unemployment.
  - It hampers with the creativity of the people.

$\sqrt{\sqrt{2}}$  **(Any 2 points above/relevant fact/s)** (2)

- 3.4 3.4.1 The word marine means anything that is related to the sea and oceans.  $\sqrt{\sqrt{2}}$  (2)
- 3.4.2 The provinces shown on the table are coastal provinces, the other provinces are inland provinces, they do not have marine life/sea life.  $\sqrt{\sqrt{2}}$  (2)
- 3.4.3 Unlike in other provinces on the table, the Western Cape is the only one that seems to be educating people about marine life and protection of marine life resources. They invest in tourism through education.  $\sqrt{\sqrt{2}}$  (2)
- 3.4.4
- Ocean waters serve as a source of food.
  - Ocean waters transport valuable minerals, vast highway for commerce.
  - Provide a place for both recreation and waste disposal.
  - The oceans for their food supply either by direct consumption or indirectly by harvesting fish that is then processed for livestock feed, 10% of human protein intake comes from the oceans.
  - Other biological products of the oceans are also commercially used; like pearls taken from oysters are used in jewellery, and shells and corals have been widely used as a source of building material.
  - Oceans also have become more important for recreational use, as each year more people are attracted to the sports of swimming, fishing, scuba diving, boating, and water-skiing.
  - They are the planet's life-support system, consuming carbon dioxide and producing between one-third and one-half of the world's oxygen.
  - They are home to thousands of species of fishes and invertebrates.
  - Oceans provide an important part of the global food chain; both marine mammals and humans depend heavily on healthy fishes and healthy oceans for food.

$\sqrt{\sqrt{\sqrt{2}}}$  (1x3=3) (any 3 points above) (3x1) (3)

[17]

**QUESTION 4 SOCIAL AND ENVIRONMENTAL CONFLICTS IN SOUTH AFRICA**

4.1	Picture Clip	Appropriate cause of conflict	
	A	The past (history) $\sqrt{1}$	(1)
	B	Xenophobia $\sqrt{1}$	(1)
	C	Inequality $\sqrt{1}$	(1)
	D	Limited Resources $\sqrt{1}$	(1)

**4.2 Racism and xenophobia**

4.2.1 Racism incidents happen in certain sports activities still dominated by certain races, residential areas, the land problem especially farms dominated by certain races accompanied by killings. Top company executive jobs which are still dominated by certain races. The policy of black economic empowerment is regarded by some people as racist **etc.**  $\sqrt{1}$  **(Any 1 above/relevant fact)** (1) (1)

4.2.2 Xenophobia affects non South Africans in a number of ways. Non South Africans are persecuted and branded as people who are thieves, committing witchcraft, taking jobs reserved for South Africans, involved in illegal trade by selling drugs, murderers, and receive favours and have illegally entered our country.  $\sqrt{1}$  **(Any 1 above/relevant fact)** (1) (1)

**Possible solutions (4.2.1 + 4.2.2)**

Solutions could include, but not limited to:

- Dialogue,
- Enforcing stiffly punishments to perpetrators,
- Government support to victims,
- Holding workshops on how to deal with these conflict issues etc.

$\sqrt{\sqrt{2}}$  **(Any 2 points above/relevant facts)** (1+1)  
[8]

**SECTION B: HISTORY****QUESTION 5 APARTHEID IN SOUTH AFRICA****5.1 When the war ended in 1945:**

- Many black people moved to the cities to find work as skilled labourers; black people began to compete with their white counterparts for employment.
- Strikes which also took place threatened the government as there were many black trade unions.
- Housing and food shortages for whites led to blame shifting and white people looked to the government to place restrictions on where black people should live and work, thus voted the National Party to power in 1948.

$\sqrt{\sqrt{2}}$  (Any 2 above/relevant facts) (2)

- 5.2 5.2.1 Population Registration Act  $\sqrt{1}$  (1)  
 5.2.2 Group Areas Act  $\sqrt{1}$  (1)  
 5.2.3 Bantu Education Act  $\sqrt{1}$  (1)

5.3 He was a member of the African National Congress Youth League (ANCYL) in 1948. In 1949 Sobukwe was elected as president of the Fort Hare Students' Representative Council, where he proved himself to be a good orator.

In 1950 Sobukwe was appointed as a teacher at a high school in Standerton, a position he lost when he spoke out in favour of the Defiance Campaign in 1952. In 1952 Sobukwe achieved notoriety backing the Defiance Campaign.

He identified with the Africanists within the African National Congress and in 1957 left the ANC to become Editor of The Africanist newspaper in Johannesburg. He was a strong believer in an Africanist future for South Africa and rejected any model suggesting working with anyone other than blacks.

He left the ANC and formed the Pan Africanist Congress (PAC), where he was elected its first President in 1959. Robert Sobukwe became known as the Professor or 'Prof' to his close compatriots due to his educational achievements and powers of speech.

He spoke of the need for black South Africans to "liberate themselves" without the help of non-blacks. He also inspired many organizations involved in the anti-apartheid movement, notably the Black Consciousness Movement of Steve Biko.

In 1954 after moving to Johannesburg Sobukwe became a lecturer of African Studies at the University of the Witwatersrand. Sobukwe led a march with his newly formed party PAC on 21 March 1960.

This was a nationwide protest against the hated Pass Law which require black people to carry a pass book at all times. In a similar protest the same day in Sharpeville, police opened fire on a crowd of PAC supporters, killing 69 in the Sharpeville Massacre.

Sobukwe was arrested; he was charged and convicted of incitement, and sentenced to three years in prison and interned on Robben Island. Under the "Sobukwe clause" and went on for a further three years. Sobukwe was the only person imprisoned under this clause.

Sobukwe was kept in solitary confinement but permitted certain privileges including books, newspapers, civilian clothes, bread etc. He lived in a separate area on the Island where he had no contact with other prisoners. The only contacts were his secret hand signals whilst outside for exercise. He studied during this time and received (among others) a degree in economics from the University of London. It is speculated that the South African administration had profiled Robert Sobukwe as a more radical and difficult opponent than the regular ANC prisoners. Sobukwe was released in 1969. He was allowed to live in Kimberley with his family He was also restricted through a banning order, which disallowed political activities. Various restrictions barred Sobukwe from traveling overseas, thus curtailing his attempts at furthering his education. For this same reason he had to turn down several positions as a teacher at various locations in the United States. Robert Sobukwe finished his law degree with the help of a local lawyer, in Galeshewe. On completion he then started his own practice in 1975 in Kimberley. He died on 27 February 1978, and was buried in Graaff-Reinet on 11 March 1978.

√√√√√<sup>5</sup> (Any 5 facts above/relevant facts) (5)  
[10]

## QUESTION 6 HUMAN RIGHTS ISSUES DURING AND AFTER WORLD WAR 2

- 6.1
- Harsh terms of the Treaty of Versailles.
  - Germany stripped of her overseas empires, Alsace and Lorraine, the Saar & Rhinelands.
  - Germany had to disband her forces and reduce her army to half of the size of the Allies.
  - Germany was charged with war indemnity, accept the War Guilt Clause.
  - The Weimar Republic which was weak, though elected by proportional representation (democratic).
  - Dislike the fact that the Weimar Republic accepted the terms of the Treaty of Versailles.
  - Economic problems which led to joblessness and inflation and inability to cope as a result of the Great Depression. √√<sup>(1+1= 2)</sup> (Any 2 above) (2)

- 6.2
- They promised to strengthen the armed forces
  - They preached nationalism, being proud of being German
  - They promised to create jobs.
  - They promised to undo all the unpopular terms of the Treaty of Versailles.
  - They promised Germans living space.
  - They promised Germans to remove those whom they disliked (Jews – scapegoats). √√<sup>(1+1= 2)</sup> (Any 2 above) (2)

- 6.3 **Joseph Goebbels** was born in 1897 and died in 1945. Goebbels was Hitler's Minister of Propaganda and one of the most important and influential people in Nazi Germany.  $\sqrt{\sqrt{2}}$  (2)

6.4	<p><b>Symbol 1:</b>  <b>A South African National Coat of Arms</b><math>\sqrt{}</math>, or state emblem. It is the highest visual symbol of the State. <b>South Africa's Coat of Arms</b> was launched on Freedom Day, 27 April 2000. The change reflected government's aim to highlight the democratic change in South Africa and a new sense of patriotism. Therefore any true, non-racist South African is expected to embrace it and respect it as it is a symbol of South Africa's democracy. This symbol promotes; unity and reconciliation and unity in diversity. <math>\sqrt{2}</math></p>	<p><b>Symbol 2:</b>  <b>A swastika, Nazi flag</b><math>\sqrt{}</math>. Since 1945 the <b>swastika</b> has been banned in Germany, where symbols, songs, pictures, slogans and even greetings associated with the Hitler era can earn the offender a stiff fine or even a prison term. The German (and Austrian) post-war <u>criminal code</u> makes the public showing of the <i>Hakenkreuz</i> (the swastika) and other Nazi symbols illegal and punishable, except for scholarly reasons. This is a symbol of racial superiority which can promote subjugation of other races. Therefore it does not promote harmony, instead it promotes xenophobic tendencies. <math>\sqrt{2}</math></p>
-----	--	--

(4)  
[10]

#### QUESTION 7 HUMAN RIGHTS ISSUES DURING AND AFTER WORLD WAR 2

7.1		COLUMN A - CAUSES	COLUMN B - EFFECTS
7.1.1	The League of Nations which was formed after the First World War failed to prevent another world war	<b>C</b>	The United Nations which still exists today was founded in 1945 with an aim to keep peace throughout the world
7.1.2	On December 1, an African American lady (Rosa Parks) was arrested for refusing to give up her seat on a bus to a white man. A total boycott of the city's buses and protests by the black population lasted for almost a year	<b>E</b>	Continuous bus and shop boycotts prompted by Black American nationalists pressured the government to change its segregation laws
7.1.3	During colonial rule the human rights of African people were not protected	<b>B</b>	Africans were treated as inferior, they lost their land and there were no proper services for the people
7.1.4	After World War 2 the world was shocked by the human rights abuses and crimes against humanity committed by the Nazi's	<b>A</b>	This gave rise to the idea of a Universal Declaration of Human Rights
7.1.5	The Berlin Conference of 1884 at the residence of Otto von Bismarck set grounds for the 'scramble for Africa'	<b>D</b>	South Africa was colonized by Holland (Dutch/Afrikaners) and the British (English) who wanted to expand to the East

(5x1) (5)

7.2 Section 28 of the Bill of Rights, entitled "Children", states thoroughly children's rights:

A child's best interests are of paramount importance in every matter concerning the child.

A child' means a person under the age of 18 years. This section gives children the right to a name, citizenship and some form of care. Children need food and shelter, and should be protected from abuse, neglect and degradation.

No child should work when under-age, or do work that would interfere with his or her education or development. Children should be jailed only as a last resort and should not have to share a cell with adults. They should not take part in wars and should be protected during conflict.

Our government has done a lot to show that it means what it says. These are examples; child support grants for single and child headed families. No fee schools, school nutrition programmes, compulsory schooling up to a certain age and observance of days for non-violence against children, etc.

√√√√√<sup>5</sup> (Mark any 5 points above/relevant point/s)

(5)  
[10]

**QUESTION 8 THE NUCLEAR AGE AND COLD WAR**

<b>AMERICA/AMERICANS</b>	<b>RUSSIA/SOVIETS</b>
The <i>North Atlantic Treaty Organisation</i> was formed in 1949. √√ <sup>2</sup>	The <i>Warsaw Pact</i> was established in 1955 as a counter to <i>NATO</i> . √√ <sup>2</sup>
The Americans sent their first man to the moon, Neil Armstrong on 21 July 1969; this made the Americans feel ahead of other countries in the space race. √√ <sup>2</sup>	The Russians also launched Sputnik 1, the first satellite into space on October 4, 1957. They sent Yuri Gagarin into space in 1961; this was a source of pride to the Soviets. √√ <sup>2</sup>
President Kennedy threatened to invade Cuba (Russian ally) for the discovery of medium range nuclear missiles aimed at his country√√ <sup>2</sup>	In 1956 Khrushchev sent tanks into Hungary and Poland (Soviet led governments) to crush the revolt there against Soviets and in 1961 the Berlin Wall was erected. √√ <sup>2</sup>
<b>Etc.</b>	<b>Etc.</b>

(3x2)

8.2 9 August 1945 √√

(6)  
(2)

- 8.3 The Berlin Wall was erected:
- to separate the East from the West, **or**
  - to block communist influence from capitalist influence or capitalist influence from communist influence.  $\sqrt{1}$  **(Any one point listed above or any other relevant fact)**

Mikhail Gorbachev made serious reforms which led to the collapse of the Berlin Wall on the 9 November 1989 because the Soviet Union experienced many problems like:

- The economy was about to collapse,
- Shortages of essential goods,
- People became tired of communism which was failing them,
- Mass protests against communist states,
- Lack of human rights.  $\sqrt{1}$  **(Any one point listed above or any other relevant fact)**

(1+1) (2)  
[10]

### QUESTION 9 ISSUES OF OUR TIME

- 9.1 Amnesty refers to official pardon for someone who has committed a crime.  $\sqrt{1}$  (1)
- 9.2 Tutsis  $\sqrt{1}$  (1)
- 9.3
- Unlawful confinement,
  - murder,
  - rape,
  - sexual assault,
  - torture,
  - beating,
  - robbery
  - and inhumane treatment of civilians.  $\sqrt{1}$  **(Any 1 way from the list)** (1)

9.4

<b>In favour of Globalisation</b>	<b>Against Globalisation</b>
Money, technology, expertise benefits people and economies	<b><i>Exploitation by low wages, long hours, lack of safety &amp; child labour</i></b>
Job opportunities	<b><i>Depletion of resources by big companies and economies</i></b>
Rise to the standard of living accompanied by free trade	<b><i>Domination of smaller states by bigger states accompanied by exploitation of workers</i></b>
Brings wealth and prosperity by foreign investment	<b><i>Doesn't do much to reduce poverty (rich &amp; poor society)</i></b>
Internet access brings information, education and training	<b><i>Doesn't create sustainable living, products become too expensive</i></b>
Access to goods and services from all over the world.	<b><i>Negative effects on the environment</i></b>

**Any 2 points in favour and against Globalisation as shown from above**

$\sqrt{\sqrt{\sqrt{\sqrt{4}}}}$  (2x2) (4)

- 9.5 Archbishop Emeritus Desmond, Mpilo Tutu  $\sqrt{1}$  (1)
- 9.6 President Thabo Mbeki  $\sqrt{1}$  and President Olusegun Obasanjo  $\sqrt{2}$  (2x1) (2)

[10]

**TOTAL: 100**