

Province of the

**EASTERN CAPE**

EDUCATION

**SENIOR PHASE**

**GRADE 9**

**JUNE 2010**

|  |
| --- |
| **SOCIAL SCIENCES** |

**MARKS: 100**

**TIME: 2 hour**

|  |
| --- |
| This question paper consists of 11 pages. |

|  |  |  |
| --- | --- | --- |
| **INSTRUCTIONS TO CANDIDATES** | |  |
|  |  |  |
| * Candidates must answer all questions. * Read all sources and extracts that accompany the paper carefully. * Make sure that you understand what is required in the question before answering. * Follow steps carefully when answering questions. * Number your questions exactly the same way as on the question paper. * Do not mix up your questions. | |  |
|  |  |  |
| **MAP READING ANALYSIS** | |  |
|  |  |  |
| For **QUESTION** 1 and 2 learners need to refer to the extract from the 2527DD/2528CC Diepsloot map that is provided. | |  |
|  |  |  |
| **Materials needed:** | |  |
|  |  |  |
| Ruler, pencil, protractor, calculator, piece of string or a set of dividers. | |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **QUESTION 1** | | | |  |
|  |  | | |  |
| For this question refer to Source A1 (Topographical Map of Diepsloot). | | | |  |
|  |  | | |  |
| 1.1 | Look at the title of the map, in particular the map code 2527DD/2528CC. Give the grid reference of Diepsloot using the lines of latitude and longitude. Your grid description should be accurate. | | | (4) |
|  |  | | |  |
| 1.2 | Calculate the area covered by the map of Diepsloot. Please show your calculations.  **NB: The formula is: Area L x B =** L × B  2 2 | | | (2) |
|  |  | | |  |
| 1.3 | Look at the map scale, 1: 50 000; it is represented as a ratio scale. Change the scale and write it as: | | |  |
|  |  | | |  |
|  | 1.3.1 | | as a word scale | (2) |
|  |  | |  |  |
|  | 1.3.2 | | a line scale in meters | (2) |
|  |  | |  |  |
| 1.4 | What is altitude? | | | (1) |
|  |  | | |  |
| 1.5 | Identify TWO ways in which height is represented in block C6. | | | (2) |
|  |  | | |  |
| 1.6 | Convectional signs are categorised as line, area or point symbols. Identify the following symbols: | | |  |
|  |  | | |  |
|  | 1.6.1 | Line symbol in A1 | | (1) |
|  | 1.6.2 | Point symbol in A6 | | (1) |
|  |  | | | **[15]** |
|  |  | | |  |
| **QUESTION 2** | | | |  |
|  |  | | |  |
| For this question refer to Source A1 and Source A2 (topographical and orthophoto maps of Diepsloot). | | | |  |
|  |  | | |  |
| 2.1 | Give the bearing from trig. beacon no. 101 at E3 to spotheight 1366 at D4. | | | (2) |
|  |  | | |  |
| 2.2 | Calculate the distance in kilometres in a straight line between P and Q on the orthophoto (Source A2). | | | (3) |
|  |  | | |  |
| 2.3 | How long will it take you to Pretoria from Krugersdorp if you drive at 100 km/h on the N14 road? (The distance between the two places is 80 km.)  **NB: Time = Distance/Speed** | | | (3) |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 2.4 | Write the coordinates of trig. beacon No. 101 at E3. | | (2) | |
|  |  | |  | |
| 2.5 | Identify the features labelled A, B and C on the orthophoto (Source A2). (3 x 1) | | (3) | |
|  |  | |  | |
| 2.6 | Identify the activities at G and H in Source A2. | | (1) | |
|  |  | |  | |
| 2.7 | Refer to Source A2. Name the landform represented by P − Q. | | (1) | |
|  |  | | **[15]** | |
|  |  | |  | |
| **QUESTION 3: APARTHEID IN SOUTH AFRICA** | | |  | |
|  |  | |  | |
| Study the sources B, C and D which follow below carefully. Try to understand to which apartheid legislation each refers. | | |  | |
|  | |  | | |
|  | |  | |
|  | |  | | |

|  |
| --- |
|  |

|  |  |  |  |
| --- | --- | --- | --- |
| 3.1 | In relation to apartheid legislation, explain what each of the sources B, C and D above represents. Give a brief explanation on how each of these affected the lives of blacks in South Africa. (3 x 5) | | (15) |
|  |  | |  |
| 3.2 | Write a short note explaining the importance of the following as part of the struggle to resist apartheid. | |  |
|  |  |  |  |
|  | 3.2.1 | The staging of the Defiance Campaign | (4) |
|  |  |  |  |
|  | 3.2.2 | The establishment of Umkhonto Wesizwe | (4) |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 3.3 | Match COLUMN A with COLUMN B. Write down the terms in COLUMN A and match them with the correct symbol or letter of the statement to which each term refers in COLUMN B. | | | | | | |  |
|  |  | | | | | | |  |
|  | **COLUMN A** | | | | **COLUMN B** | | |  |
|  | **TERM** | | | | **STATEMENT** | | |  |
|  |  | Apartheid | | |  | Streamline education policy designed for black children only. | |  |
|  |  |  | | |  |  | |  |
|  |  | Bantu Education | | |  | Policy to divide and rule black communities. | |  |
|  |  |  | | |  |  | |  |
|  |  | Freedom Charter | | |  | Law dividing South Africans according to colour, religion and sex. | |  |
|  |  |  | | |  |  | |  |
|  |  | Homeland System | | |  | National action by liberation movement to destroy the laws of apartheid. | |  |
|  |  |  | | |  |  | |  |
|  |  | Defiance Campaign | | |  | Document that was put forward with all the demands and grievances of the oppressed. | |  |
|  | (5 x 1) | | | | | | | (5) |
|  | | | | | | | | **[28]** |
|  |  | | | | | | |  |
| **QUESTION 4** | | | | | | | |  |
|  |  | | | | | | |  |
| 4.1 | Fill in the blank spaces or columns below to complete the table as follows: | | | | | | |  |
|  |  | | | | | | |  |
|  | RESOURCE | | | BI-PRODUCT | | | RENEWABLE/NON RENEWABLE |  |
|  | e. g. Grass | | | Grass baskets, roof thatching or any other grass product | | | Renewable |  |
|  |  | | |  | | |  |  |
|  | RESOURCE | | | BI-PRODUCT | | | RENEWABLE |  |
|  | 1. Wood | | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
|  | 2. Coal | | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
|  | 3. Water | | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
|  | 4. Gold | | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
|  |  | | |  | | |  |  |
|  | (2 x 4) | | | | | | | (8) |
| 4.2 | Explain briefly the TWO negative effects eachof the following have on  the environment. | | | | | | |  |
|  |  | | | | | | |  |
|  | 4.2.1 | | Water pollution. | | | | | (4) |
|  |  | |  | | | | |  |
|  | 4.2.2 | | Global warming. | | | | | (4) |
|  |  | |  | | | | |  |
|  | 4.2.3 | | Deforestation. | | | | | (4) |
|  |  | |  | | | | | **[20]** |

|  |  |  |
| --- | --- | --- |
| **QUESTION 5** | |  |
|  |  |  |
| For this question refer to Sources A and B. | |  |
|  |  |  |
| SOURCE A | |  |
|  |  |  |
| POSSIBLE DESCRIPTION OF A GHETTO BY A JEWISH INMATE. | |  |
|  | |  |
| We have been forced into sealed off areas. We had to build the walls around this ghetto ourselves, to close us off from the outside world. We are crammed into small rooms, sometimes two or three families in one room. We have no sanitation or clean water, and disease is flourishing. Everyone who is healthy has to work a  12-hour day. We have to walk far to reach our places of work even though we do not have warm or suitable clothing. The work is hard and often dangerous. It is not unusual for people to die under these conditions. The Germans are using us as slave labour so that they do not use their men to do the work. | |  |

|  |  |  |
| --- | --- | --- |
| 5.1 | Write a paragraph to show what it was like to be part of the Jewish labour force in the ghettos? | (10) |
|  |  |  |
| SOURCE B | |  |
|  |  |  |
| Study the eyewitness account given below. | |  |
|  | |  |
| I, Jewish businessman, was for weeks in the concentration camp at Buchenwald. The working hours were sixteen per day; Sundays and weekends alike. During these hours it was forbidden to drink, even in the hottest weather. The food itself was not bad, but quite insufficient: weak coffee at dawn, half a litre of soup at midday, and bread allowance for the whole day of 250 g.  While he was there the work of Jewish prisoners was doubled, and their rations halved.  Floggings were very frequent, for such small offences like drinking water during working hours. The usual punishment was 25 strokes given ultimately by two guards. Deaths took place daily in the camp. | |  |
|  | |  |
| 5.2 | Who wrote this account? | (1) |
|  |  |  |
| 5.3 | Describe TWO ways in which the Jews were treated in the concentration camps. (2 x 1) | (2) |
|  |  |  |
| 5.4 | Give a reason why the Jews were persecuted. | (1) |
|  |  |  |
| 5.5 | Read the extracts which explain how the mobile killing squads organised themselves and also study the accompanying pictures A, B, C and D below.  Write down letters A – D and briefly explain what each source (picture) is all about. (4 x 2) | (8) |
|  |  | **[22]** |

|  |  |
| --- | --- |
| **EXTRACT** |  |
| F:\New Folder\Picture 7b.jpg |  |

|  |
| --- |
| PICTURE A |
| F:\New Folder\Picture 7 c.jpg |

|  |  |
| --- | --- |
| **PICTURE B** |  |
| F:\New Folder\Picture 7 d.jpg |  |

|  |  |
| --- | --- |
| **PICTURE C** |  |
| F:\New Folder\Picture 7 e.jpg |  |
|  |  |
| **PICTURE D** |  |
| F:\New Folder\Picture 7 f.jpg |  |
| **Collaborators** − People who assisted Nazis or participated in the killing process. |  |
|  |  |
| **TOTAL:** | **100** |