

Province of the

**EASTERN CAPE**

EDUCATION

**SENIOR PHASE**

**GRADE 9**

**NOVEMBER 2010**

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| **SOCIAL SCIENCES**  **MARKING GUIDELINE** |

**MARKS: 100**

**TIME: 2 hours**

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| This marking guideline consists of 6 pages. |

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| **QUESTION 1** | | |  |
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| 1.1 | 1.1.1 | 3227CB | (1) |
|  | 1.1.2 | 3327AA | (1) |
|  |  |  |  |
| 1.2 | 1.2.1 | 50 000 | (1) |
|  | 1.2.2 | 10 000 | (1) |
|  |  |  |  |
| 1.3 | One centimeter on the map is equal to fifty thousand centimeters on the ground. | | (2) |
|  |  | |  |
| 1.4 | Buffalo river, railway line, stadium, power lines, row of trees (any2) | | (2) |
|  |  | |  |
| 1.5 | (anything within the range of 5 to 6km) | | (4) |
|  |  | |  |
| 1.6 | 0,4 x 60 = 24 minutes (anything within this range is acceptable as long as correct steps are followed) | | (4) |
|  |  | |  |
| 1.7 | 7:39 - 7:45 (anything within this range) | | (2) |
|  |  | |  |
| 1.8 | LxB  L = 32,5 cm x B = 31 cm  (32,5 cm x 0,5) x (31 cm x 0,5 cm)  16,25 km x 15,5 km  251,875 km2  **OR**  LxB  L =32,5 cm x B = 31 cm  x  16,25 km x 15,5 km  251,875 km2 | | (2) |
|  |  | |  |
| 1.9 | 32°51’45” S  27°25’10“ E | | (2) |
|  |  | |  |
| 1.10 | Spot height, contours | | (2) |

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| 1.11 | 1.11.1 | 20 m | | | (1) |
|  | 1.11.2 | 360 m | | | (1) |
|  | 1.11.3 | Stepped/terraced | | | (1) |
|  | 1.11.4 | East | | | (1) |
|  |  |  | | |  |
| 1.12 | 1.12.1 | Southwest | | | (1) |
|  | 1.12.2 | 210° | | | (1) |
|  |  |  | | | **[30]** |
| **QUESTION 2** | | | | |  |
|  | | | | |  |
| 2.1 | 2.1.1 | Ngqokweni river | | | (1) |
|  | 2.1.2 | from north to south  Joins main stream from upstream,  Shape of contour lines through which it flows point to the highest point  Any correct answer is acceptable | | | (2) |
|  |  | | | |  |
| 2.2 | Cultivation, forestry Any primary activity evident in the area is acceptable | | | | (2) |
|  |  | | | | **[5]** |
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| **QUESTION 3** | | | | |  |
|  |  | | | |  |
| 3.1 | 3.1.1 | False | | |  |
|  | 3.1.2 | True | | |  |
|  | 3.1.3 | True | | |  |
|  | 3.1.4 | True | | |  |
|  | 3.1.5 | False | | |  |
|  |  | (5x1) | | | (5) |
| 3.2 | 3.2.1 | USA | 3.2.6 | Uranium-235 |  |
|  | 3.2.2 | Manhattan Project | 3.2.7 | 80-100 000 |  |
|  | 3.2.3 | Hiroshima | 3.2.8 | Nagasaki |  |
|  | 3.2.4 | 6th August 1945 | 3.2.9 | Little Boy |  |
|  | 3.2.5 | Fat Man | 3.2.10 | 74 000 | (10) |
|  |  |  | | | **[15]** |
|  |  |  | | |  |
| **QUESTION 4** | | | | |  |
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| 4.1 | **Source 3**  -Complete devastation by the atomic bomb  -A cloud of smoke like a mushroom/a mushroom-like shape  (Any other relevant answer)  **Source4**  -Destruction of the city/no sign of buildings  -Destroyed bridge  (Any other appropriate answer) | | | | (4) |
|  |  | | | |  |
| 4.2 | A. The only means to end the war since Japan refused to end the war.  B. The Allies/USA wanted to be first in developing to beat the NAZIS/Germany | | | | (2) |

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| 4.3 | A: Japan was forced to surrender to the Allies and ended the war  B: Caused complete destruction of two cities Hiroshima and Nagasaki  C: Brought death, various diseases both during and after the bomb  D: Japan was humiliated and paid war damages (Any2) | | (2) |
|  |  | |  |
| 4.4 | Accept any well explained YES or NO answer  A **YES** may include:  a: a means of deterrent to nuclear war amongst Superpowers  b: for strengthening national security.  C: advancement of scientific knowledge  **OR**  A **NO** answer may include:  a: It’s use can destroy the world/countries within minutes  b: there should be total ban on production and use.  C: it can bring deaths, diseases and untold misery | | (2) |
|  |  | | **[10]** |
| **QUESTION 5**  DEVELOPMENT ISSUES: LO1:AS 2-4,6; LO2: AS1; LO3: AS4 | | |  |
|  |  | |  |
| 5.1 | 5.1.1 | A. R.D.P. (Reconstruction and development Plan) | (1) |
|  | 5.1.2 | C: Does employ many workers and uses more expensive machines to gain more profit | (1) |
|  |  | | |
| 5.2 | 5.2.1 | USA | (1) |
|  | 5.2.2 | Mozambique | (1) |
|  | 5.2.3 | SA a developing country.  GNI below $6000 | (2) |
|  | 5.2.4 | a: development brings change and growth  b: a process that happens over time  c: improves people’s lives | (3) |
|  | 5.2.5 | Development is meant to provides people’s need or improve their standard of living | (2) |
|  | 5.2.6 | Economic and Social Indicators for measuring development. (HDI Index) | (1) |
|  |  |  |  |
| 5.3 | 5.3.1 | Developing/underdeveloped | (1) |
|  | 5.3.2 | Developed | (1) |
|  | 5.3.3 | Developing/underdeveloped | (1) |
|  | 5.3.4 | Developed | (1) |
|  | 5.3.5 | Developing/underdeveloped | (1) |
|  | 5.3.6 | Developing/underdeveloped | (1) |
|  |  |  | **[18]** |

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| **QUESTION 6** | | |  |
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| 6.1 | **Conflict situations: School**  Lack of resources and infrastructure e.g.; classrooms, furniture, good sewerage system leads to strike;  Lack of teachers and non-teaching leads to conflicts and strikes;  Poor administration and poor financial managements and corruption by school authorities etc leads to strikes/boycotts and destructions (Any2)  **Conflict situations: Communities**  Lack of amenities like power, water, houses, streets or roads;  Corruption by municipal/community leaders;  Food shortage;  Unemployment;  All these could lead to protests, strikes, etc (Any2)  (any other relevant answer on conflict will be accepted) | | (4) |
|  |  | |  |
| 6.2 | 6.2.1 | **Public servants/workers strike**  1. Break down of negotiation between workers and government (employer)  2. Negotiation for salary improvement; housing allowance; medical aids equalization  3. Inequalities in benefits mentioned above  (any other relevant answer on conflict will be accepted) | (2) |
|  |  |  |  |
|  | 6.2.2 | **Right or wrong: any well sustained argument by candidates is credited.**  Right: To a successful yearly salary negotiation; failure to satisfy their demands;  Has constitutional rights to strike; governments attitude to workers not accepted  Wrong: Did not think of the implications to the economy; intimidation during strike; destruction and deaths, effects on people/learners etc | (2) |
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|  | 6.2.3 | The strike was protected- no work no pay principle and Government will gain by deducting workers money; SA a democracy and so government respects their right to strike; government was not in a position to satisfy all their demands. | (2) |

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|  | 6.2.4 | Effects:  -Workers partially achieved their demands of 8.6% and R1000 housing allowance. Were promised  -Only 7.5% and R800 housing allowance; will lose money through deductions on their salaries;  -Some factories to close down and workers to lose jobs.  -Government/people: chaos in all government department i.e. schools, hospitals; schools disrupted and closed and no teaching and learning,  -Grade 12 matric examination to be affected; hospital closed and deaths; government so spend unbudgeted money; lost control over workers/unions; etc. (Any4) | (4) |
|  |  |  | **[14]** |
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| **QUESTION 7** | | |  |
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| 7.1 | Education for blacks was not a priority.  Blacks were meant to be educated for low level jobs such as manual labour. | | (4) |
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| 7.2 | They were protesting against use of Afrikaans in schools as stipulated by law under the Bantu Education Act. | | (2) |
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| 7.3 | The faces in the crowd look excited, jubilant, relaxed, happy. | | (2) |
|  |  |  | **[8]** |
|  |  | |  |
|  | **TOTAL:** | | **100** |