



Province of the
EASTERN CAPE
EDUCATION

SENIOR PHASE

GRADE 9

NOVEMBER 2013

**SOCIAL SCIENCES
MEMORANDUM**

MARKS: 100

This memorandum consists of 14 pages.

SECTION A: GEOGRAPHY**QUESTION 1: MAP READING AND INTERPRETATION**

- 1.1 B (1)
- 1.2 C (1)
- 1.3 B (1)
- 1.4 C (1)
- 1.5 D (1)
- 1.6 B (1)
- 1.7 A (1)
- 1.8 C (1)
- 1.9 A (1)
- 1.10 B (1)
- [10]**

QUESTION 2: MAP WORK

2.1 **Speed = $\frac{\text{Distance}}{\text{Time}}$**

$$\text{Distance} = \frac{7,4 \text{ cm} \times 50\,000 \text{ cm}}{100\,000 \text{ cm}}$$

$$= \frac{370\,000 \text{ cm}}{100\,000 \text{ cm}} \quad \checkmark^1$$

$$= 3,7 \text{ km} + 49 \text{ km} \quad \checkmark^1$$

$$= 52,7 \text{ km} \quad \checkmark^1$$

$$\text{Speed} = \frac{52,7 \text{ km}}{45 \text{ minutes}}$$

$$= 1,171 \text{ km/h} \rightarrow$$

$$= \frac{52,7 \text{ km}}{0,75 \text{ uur}}$$

$$= 70,3 \text{ km/h} \quad \checkmark^1 \quad (4)$$

2.2 Measured distance = 10,9 cm or 11 cm

$$\frac{10,9 \text{ cm} \times 50\,000 \text{ cm}}{100\,000 \text{ cm}} \quad \text{OR} \quad \frac{11 \text{ cm} \times 50\,000 \text{ cm}}{100\,000 \text{ cm}}$$

$$= \frac{545\,000 \text{ cm}}{100\,000 \text{ cm}} \quad \text{OR} \quad = \frac{550\,000 \text{ cm}}{100\,000 \text{ cm}}$$

$$= 5,45 \text{ km} \quad = 5,5 \text{ km} \rightarrow \checkmark^1 \quad (2)$$

2.3 Buffalo River \checkmark^1 (1)

2.4 Track and hiking trail OR foot path OR the other road (Any 1 of the 3) (1)

2.5 The **bearing of the circled A (block D3)** on the map from the circled B on the map (**block C4**) is 213° . (Award full marks within a range of 5° (i.e. between $210 - 215^\circ$). \checkmark^2 (2)

[10]

QUESTION 3: DEVELOPMENT ISSUES

3.1 Development is an improvement in the factors affecting the quality of life. Development is also a process of change and improvement in the living conditions of the people. ($\sqrt{\sqrt{2}}$ Any 1 point above) (2)

3.2 The term “First World” refers to countries that are developed, highly developed, rich with high income, while the term “Third World” refers to countries that are generally underdeveloped, developing, poor with low income. $\sqrt{\sqrt{2}}$ (2)

3.3 APPROACHES TO DEVELOPMENT	POSITIVE CONTRIBUTION	NEGATIVE CONTRIBUTION
1. The Green Revolution	1. Increase in production/yield. 2. Advantage to farmers – this includes their economic situation improving, getting better yields, control on many insects and pests; mechanising improved working conditions. 3. Better land use by employing two and three crop patterns/ crop rotation. 4. Better scientific methods applied as per requirement of farms. 5. New seeds have been developed with better yield and disease fighting capability. (Any 1 point above)	1. Degradation of land due to change in crop rotation every year. 2. Degradation of land partly due to heavy chemical fertiliser inputs, so that land has become hard and carbon material has gone down. 3. Pest infestations have gone up: pests which we used to control by biodegradable methods have become resistant to many pesticides and now these chemical pesticides have become non-effective. 4. Due to heavy use of chemical pesticides, insecticides and fertilisers we have lost many birds and friendly insects and this is a big loss in long term. 5. Chemicals in water: These chemicals which we have been using in our farms go down and contaminate groundwater which affects our and our children’s health.

		<p>6. Loss of old seeds: We have started using new seeds and lost old ones since new ones give better yield but due to this we have lost many important greens in these seeds.</p> <p>(√¹ Any 1 point above)</p>
2. Promote industrial growth	<p>1. Industrial growth has brought essential benefits to a nation's economy.</p> <p>2. Jobs are created.</p> <p>3. More infrastructures are built.</p> <p>4. More businessmen are attracted to invest in an industrialised country.</p> <p>5. The financial resources of the nation rise enormously.</p> <p>(√¹ Any 1 point above)</p>	<p>1. Economic competition among countries has become stiffer than before.</p> <p>2. Rivalry and conflicts over resources occur more.</p> <p>3. This in turn, caused wars in some countries.</p> <p>4. It creates class distinctions, the rich and poor, employer and employee.</p> <p>5. It creates skilled and unskilled labourers leading to huge wage gaps.</p> <p>(√¹ Any 1 point above)</p>
3. Appropriate technology	<p>1. It improves the quality of life.</p> <p>2. It makes things easier.</p> <p>3. It makes things instant and faster.</p> <p>4. It brings development.</p> <p>5. It brings entertainment.</p> <p>(√¹ Any 1 point above)</p>	<p>1. It is expensive.</p> <p>2. It is unaffordable.</p> <p>3. People lose jobs due to mechanisation.</p> <p>4. People become lazier and this hampers their health.</p> <p>5. It damages the environment.</p> <p>(√¹ Any 1 point above)</p>

(2 x 3)

(6)
[10]

QUESTION 4: SUSTAINABLE USE OF RESOURCES

- 4.1 4.1.1 Deforestation $\sqrt{1}$ (1)
- 4.1.2 Agenda 21 or Millennium Development Goals $\sqrt{1}$ (1)
- 4.1.3 Greenhouse effect/Global warming $\sqrt{1}$ (1)
- 4.1.4 Natural resources $\sqrt{1}$ (1)
- 4.2 Water is South Africa's most precious natural resource and water is scarce. Our supplies of clean, usable water are limited, and we must learn to use it more wisely. Water conservation begins at home.

<ul style="list-style-type: none"> • Always turn taps off tightly so they do not drip. • Promptly repair any leaks in and around your taps. (One leak can waste several thousand litres of water per year.) • When hand-washing dishes, never run water continuously. • Wash dishes in a partially filled sink. • If you have an electric dishwasher, use it only to wash full loads, and use the shortest cycle possible. • Many dishwashers have a conservator/water-miser cycle. • When brushing your teeth, turn the water off while you are actually brushing instead of running it continuously. • Then use the tap again for rinsing and use short bursts of water for cleaning your brush. (This saves about 80% of the water normally used.) • Wash only full loads in your washing machine. • Water must be left in dams/rivers for use by aquatic animals 	<ul style="list-style-type: none"> • Use only cleaning products that will not harm the environment when they are washed away after use. • Look for 'environmentally friendly' products when shopping. • Lawns and gardens require only 5 mm of water per day during warm weather. • Less is needed during spring, fall, or cool weather. • Water lawns every three to five days, rather than for a short period every day. • In warm weather, apply 5 mm of water for each day since the last watering. • Water during the cool part of the day, in the morning or evening. • Do not water on windy days. • Do not over-water in anticipation of a shortage. • Soil cannot store extra water. • Use shut-off timers or on-off timers, if possible. • Do not turn on sprinklers and leave on for the whole day. <p style="text-align: right;">($\sqrt{\sqrt{\sqrt{3}}}$ Any 3 points above)</p>
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(1 x 3)

(3)

- 4.3 The National Waste Management Strategy (NWMS) is a legislative requirement of the National Environmental Management: Waste Act, 2008 (Act No. 59 of 2008), the “Waste Act”.

Waste management problem

Waste management in South Africa faces numerous challenges and the NWMS provides a plan to address them. The main challenges are:

- A growing population and economy, which means increased volumes of waste generated.
- This puts pressure on waste management facilities, which are already in short supply.
- The complexity of the waste stream is compounded by the mixing of hazardous wastes with general waste.
- A historical backlog of waste services for, especially, urban informal areas, tribal areas and rural formal areas.
- Waste services access remains highly skewed in favour of more affluent and urban communities.
- Inadequate waste services lead to unpleasant living conditions and a contaminated, unhealthy environment.
- Absence of a recycling infrastructure which will enable separation of waste and growing pressure on out-dated waste management infrastructure and maintenance.

(√¹ Any 3 x ½ points above)

Possible solutions to the problem

Consumers and households play an important role in the generation of waste from the products they consume.

- As end users they need to reduce, re-use and recycle waste wherever feasible, and dispose of this waste responsibly.
- They should be aware of the environmental impact of the products that they buy, and pass on a sense of environmental responsibility to families and colleagues.
- Local government must provide waste management services, which include waste removal, storage and disposal services.
- Municipalities must work with industry and other stakeholders to extend recycling.
- Municipalities must provide an additional bin for the separation of waste.
- Municipalities are responsible for diverting organic waste from landfills and composting it.
- Regulate waste management in the mining sector.

(√¹ Any 3 x ½ points above)

(1½ + 1½)

(3)
[10]

QUESTION 5: SOCIAL AND ENVIRONMENTAL CONFLICTS IN SOUTH AFRICA

5.1 People want houses or people are complaining about housing. $\sqrt{1}$ (1)

- 5.2
- The council has not provided decent housing.
 - The council has not fulfilled its promises.
 - There is not enough good land for a growing population.

($\sqrt{\sqrt{2}}$ Any 2 points above) (2)

5.3 The council or local government or national government. $\sqrt{1}$ (1)

- 5.4
- All stakeholders should be involved in finding the solution – the community and the council or providers of housing.
 - All people, young and old, man and women, youth and nearby people who could be affected must be invited to discuss the problem.
 - There should be a platform for discussion in a democratic, transparent and fair manner where different points of view are included.
 - There must be dialogue and careful listening followed by a summary of the proposed resolutions to the problem.

($\sqrt{\sqrt{2}}$ Any 2 points above) (2)

5.5 THE EFFECTS OF THE LAND ACT OF 1913 ON THE PEOPLE OF SOUTH AFRICA ACROSS THE COUNTRY.

The Natives Land Act created territorial segregation. The legislation created reserves for Blacks and prohibited the sale of white territory to blacks and vice versa. The Act stipulated that Black people could live outside the reserves only if they could prove that they were in white employment.

The Act was passed in order to limit friction between White and Black, but Blacks maintained that its aim was to meet demands from white farmers for more agricultural land and forced Blacks to work as labourers.

The Act created a system of land tenure that deprived the majority of South Africa's inhabitants of the right to own land. The 1913 Land Act deprived white farmers of arrangements that suited them far better than having to rely on reluctant employees. They lost the shared responsibility of their black partners for tending the crops, success when the crops were good and losses when they failed.

The Act also deprived white farmers of a larger potential market for land they wished to let or sell. It hampered relations between blacks and whites. Today, it is poor and unemployed South Africans (most of whom are unskilled black people) who are the victims of the legislation.

($\sqrt{\sqrt{\sqrt{\sqrt{4}}}}$ Any 4 points above)

(4)
[10]

SECTION B: HISTORY**QUESTION 6: HUMAN RIGHTS ISSUES DURING AND AFTER WORLD WAR 2**

- 6.1 This incident took place in Germany. $\sqrt{1}$ (1)
- 6.2 Einsatzgruppen $\sqrt{1}$ (1)
- 6.3 "NAZI" stands for National Socialist German Workers' Party $\sqrt{1}$ (1)
- 6.4 The Second World War/WW2 $\sqrt{1}$ (1)
- 6.5
- The Nazis created racism – the false belief that certain groups of people are better than others because of the way they look, their belief and where they were born.
 - They used this to give privileges and rights to those who they deemed superior and oppressed those who they deemed as inferior. This was racism, xenophobia and segregation. $\sqrt{\sqrt{2}}$ (2)
- 6.6 **The German people had many choices:**
1. They could have chosen to participate and assist the Nazi's ideas and lose nothing: **Perpetrators OR**
 2. They could have chosen to challenge the regime and face being humiliated, jailed and segregated: **Resistors OR**
 3. They could have chosen to look and do nothing, as long as they are not affected they would care less: **Bystanders OR**
 4. They could have chosen to rescue, save and protect those who were persecuted by the Nazis: **Rescuers.**
- $(\sqrt{\sqrt{2}}$ Any 2 choices above) (2)
- 6.7 **Lesson 1:** The importance of the Holocaust remembrance; in memory of the defamed, demonised and dehumanised. Each person has an identity, we are each, wherever we are, the guarantors of each other's destiny.
- Lesson 2:** We have a responsibility to prevent the danger of state sanctioned incitement to hatred and genocide. The Holocaust did not begin in gas chambers but it began with words.
- Lesson 3:** The danger of silence and indifference, and the responsibility to protect the victims. Indifference and inaction always mean coming down on the side of the victimiser, never on the side of the victim. Indifference in the face of evil is equal with evil itself.
- Lesson 4:** The responsibility to bring war criminals to justice.
- Lesson 5:** The responsibility to talk truth to those in power.
- Lesson 6:** The responsibility to educate, to commemorate the victims of the Holocaust and to honour those who stood against it.
- Lesson 7:** The protection of the vulnerable and powerless as the test of a just society.

$(\sqrt{\sqrt{2}}$ Any 2 choices above)

(2)
[10]

QUESTION 7: APARTHEID IN SOUTH AFRICA

- The chronological timeline should be like this:

08 January 1912	—	The South African Native National Congress was formed under Rev. John Langalibalele Dube ✓ ¹
1913	—	The National Party under Dr D.F Malan took control of South Africa ✓ ¹
1948	—	The National Party under Dr D.F Malan took control of South Africa ✓
1952	—	Chief Albert Luthuli became the President-General of the ANC ✓
26 June 1955	—	The Freedom Charter was adopted in Kliptown ✓ ¹
06 September 1966	—	Dr H.F. Verwoerd, the architect of apartheid was assassinated in Cape Town ✓ ¹
1967	—	Oliver Reginald Tambo became the acting president of the ANC ✓ ¹
12 September 1977	—	Steve Bantubonke Biko died in detention ✓ ¹
1983	—	The Tricameral (3 chambers) parliament was introduced in South Africa ✓ ¹
11 February 1990	—	Nelson Rolihlahla Mandela was released from Robben Island prison ✓ ¹

(10 x 1) **[10]**

QUESTION 8: THE NUCLEAR AGE AND COLD WAR

8.1 The USA (United States of America) and USSR (Union of Soviet Socialist Republics) or Russia. $\sqrt{\sqrt{2}}$ (2)

8.2 **WAYS IN WHICH THESE SUPER-POWERS WERE IN CONFLICT.**

- Involvement in wars in various parts of the world.
- Arms race
- Space race
- Propaganda
- Sport
- Espionage
- Aid

($\sqrt{\sqrt{2}}$ Any 2 points above) (2)

8.3 **Capitalism** is an economic system in which people are free to own businesses and make profit; a political system in which people are free to elect a government to represent them, It encourages individual freedoms. **Communism** is an economic system in which the state owns the businesses and runs the economy to try and create equality amongst the people. It views the whole country as more important than individual people. $\sqrt{\sqrt{2}}$ (2)

8.4 The **Iron Curtain** symbolised the ideological conflict and physical boundary dividing Europe into two separate areas, the West and East.

OR

Physically – the Iron Curtain took the form of border/wall defence between the countries of Europe in the middle of the continent. The most notable border was marked by the Berlin Wall.

($\sqrt{1}$ Any 1 point above) (1)

8.5 Gorbachev $\sqrt{1}$ (1)

8.6 The USSR and its allies provided both material and military support to both countries and resistance movements which had a Communist ideology. In turn the USA provided the same for countries and movements that had a capitalistic ideology.

In South Africa the USSR provided material and moral support to groups like the ANC and also SWAPO (who were fighting South African forces in Namibia). In turn the USA provided support to the government of South Africa to balance the Russian efforts. Upon the relaxing of hostilities (late 1980's) during the Cold War and its end in 1991 the US no longer needed to support South Africa and thus support was withdrawn.

($\sqrt{\sqrt{2}}$ Any 2 points above) (2)

[10]

QUESTION 9: THE END OF WORLD WAR 2 AND THE STRUGGLE FOR HUMAN RIGHTS

- 9.1 Human rights are rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status. $\sqrt{1}$ (1)
- 9.2 The United Nations was formed to keep peace in the world after the failure of the League of Nations. $\sqrt{1}$ (1)
- 9.3 The Civil Rights Movement refers to the organised opposition to racial segregation and the abuse of black people's human rights in the United States of America between 1954 and 1965. $\sqrt{1}$ (1)
- 9.4 The law in America was on the side of those who were campaigning in the civil rights movement while in South Africa civil rights were based on fundamental human rights, that a black person is a human being created in the image of God. $\sqrt{\sqrt{2}}$ (2)
- 9.5 Rosa Parks $\sqrt{1}$ (1)
- 9.6 Martin Luther King Jr., Harriet Tubman, Malcolm X, W.E.B. Du Bois and Sojourner Truth.
($\sqrt{\sqrt{2}}$ Any 2 people) (2)

9.7 EFFECTS OF COLONIALISM IN AFRICA

- Africans lost their land and economic and political control of their countries.
- Exploitation of the natural resources and land.
- Racial oppression and segregation.
- Widespread poverty and unequal distribution of wealth.
- Any opportunity for developing the nation itself in preparation for industrialisation or improvement was ignored.
- Tribal populations did manual labour for their colonial masters.
- Native, ethnic tension and violence due to colonialism exists because of poorly drawn international boundaries.
- Colonialism also resulted in ethnic violence and genocide.
- Racism, poverty, and ethnic violence.

($\sqrt{\sqrt{2}}$ Any 2 points above)

(2)
[10]

QUESTION 10: ISSUES OF OUR TIME

- 10.1 10.1.1 **Retributive Justice** is a justice system used by the Allies of trial and punishment to German offenders for the Holocaust crimes during the Nuremberg Trials. √¹ (1)
- 10.1.2 **Restorative Justice** is a justice system used by the South African government (TRC) to reconcile both the perpetrators and victims of the apartheid crimes. √¹ (1)
- 10.1.3 **NEPAD** is the New Partnership for Africa's Development. √¹ (1)
- 10.1.4 **Genocide** is a selective mass murder intended to destroy in whole or in part a national, ethnic or racial group. √¹ (1)
- 10.1.5 **Globalisation** is a process of interaction and integration among the people, companies, and governments of different nations; a process driven by international trade and investment and aided by information technology. √¹ (1)

10.2 **HOW POWER, CONTROL, RACISM AND DISCRIMINATION LED TO GENOCIDE IN RWANDA OR BOSNIA-HERZEGOVINA.**

BOSNIA-HERZEGOVINA.

Although many different ethnic and religious groups had resided together for 40 years under Yugoslavia's repressive communist government, this changed when the country began to collapse during the fall of communism in the early 1990s.

The provinces of Slovenia and Croatia declared independence, and war quickly followed between Serbia and these breakaway republics. Ethnic tensions were brought to the forefront, and people who had lived peacefully for years as neighbours turned against each other and took up arms.

When Bosnia attempted to secede, Serbia under Slobodan Milošević's leadership – invaded with the claim that it was there to "free" fellow Serbian Orthodox Christians living in Bosnia. Starting in April 1992, Serbia set out to "ethnically cleanse" Bosnian territory by systematically removing all Bosnian Muslims, known as Bosniaks. Serbia, together with ethnic Bosnian Serbs, attacked Bosniaks with former Yugoslavian military equipment and surrounded Sarajevo, the capital city.

Many Bosniaks were driven into concentration camps, where women and girls were systematically gang-raped and other civilians were tortured, starved and murdered. In July 1995, the Serbs committed the largest massacre in Europe since World War II in one such area, Srebrenica. An estimated 23 000 women, children and elderly people were put on buses and driven to Muslim-controlled territory, while 8 000 "battle-age" men were detained and slaughtered. The so-called safe haven of Srebrenica came to a fall without a single shot being fired by the UN.

OR

RWANDA

Most of the Rwandan population belong to the Hutu ethnic group, traditionally crop-growers. For many centuries Rwanda attracted Tutsis – traditionally herdsmen from northern Africa. For 600 years the two groups shared the business of farming, essential for survival, between them. They have also shared their language, their culture, and their nationality. There have been many inter-marriages. A wedge was driven between them when the European colonists moved in. It was the practice of colonial administrators to select a group to be privileged and educated 'intermediaries' between the governors and governed. The Belgians chose the Tutsis – some Tutsis began to behave like aristocrats and the Hutu felt treated like peasants, saw themselves as oppressed, and so helped to inspire revolution.

In 1956 their rebellion began (it would cost over 100,000 lives). By 1959 they had seized power and were stripping Tutsi communities of their lands. Many Tutsis retreated to exile in neighbouring countries, where they formed the *Front Patriotique Rwandais*, the Rwandan Patriotic Front (RPF), trained their soldiers and waited. After their first delight in gaining power – and, in 1962, independence for Rwanda – a politically inexperienced Hutu government began to face internal conflicts as well. Tensions grew between communities and provincial factions. Tutsi resistance was continually nurtured by repressive measures against them (in 1973, for example, they were excluded from secondary schools and the university). In 1990 RPF rebels seized the moment and attacked: civil war began.

A ceasefire was achieved in 1993, followed by UN-backed efforts to negotiate a new multi-party constitution; but Hutu leaders and extremists fiercely opposed any Tutsi involvement in government. On April 6 1994 the plane carrying Rwanda's president was shot down, almost certainly the work of an extremist. This was the trigger needed for the Hutus' planned 'Final Solution' to go into operation. The Tutsis were accused of killing the president, and Hutu civilians were told, by radio and word of mouth, that it was their duty to wipe the Tutsis out. First, though, moderate Hutus who weren't anti-Tutsi should be killed. So should Tutsi wives or husbands. Genocide began.

(√√√√√⁵ Any 5 facts above)

NB: The learner must write about ONE country and not both.

(5)
[10]

TOTAL: 100