



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

MOPANI WEST DISTRICT

GRADE 9

Stanmorephysics.com

HISTORY

NOVEMBER 2023

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MARKS: 75

TIME: 2 HOURS

INSTRUCTIONS AND INFORMATION:

1. This question paper has TWO sections

SECTION A: The turning points in modern South African History since 1948
[35 MARKS]

SECTION B: The turning points in South African History: 1960, 1976 and
1990 **[40 MARKS]**

2. Read every question carefully before answering.
3. Number your answers correctly.
4. Start each SECTION at the top of a new page.
5. Write neatly and legibly.



SECTION A: TURNING POINTS IN MODERN SOUTH AFRICAN HISTORY SINCE 1948

QUESTION 1

1.1 Choose the correct option from the responses provided. Write down only the correct letter.

1.1.1 Which party came into power in 1948?

- A. South African Party
- B. United Democratic Party
- C. Inkatha Freedom Party
- D. National Party

(1)

1.1.2 What is apartheid?

- A. It is a policy of the National Party that separated people according to their race.
- B. It is hatred for other people.
- C. It is a set of beliefs, values and ideas.
- D. It is the policy of the ANC that promoted the treatment of people differently.

(1)

1.1.3 Which apartheid law controlled people's access to places and amenities?

- A. The Urban Areas Act of 1923
- B. Separate Amenities Act of 1953
- C. Groups Areas Act of 1950
- D. Population Registration Act of 1950

(1)

1.1.4 Which law prohibited inter-marriages between different races?

- A. Immorality Amendment Act of 1950
- B. Suppression of Communism Act of 1950
- C. Prohibition of Mixed Marriages Act of 1949
- D. Colour Bar Act of 1926

(1)

1.1 5. What was the Defiance Campaign?

A. It was a reaction to the ANC programme of Action. (1)

B. It was a banned organization.

C. It was a strategy to enforce apartheid.

D. It was a programme of deliberately breaking the apartheid laws. [5]

QUESTION 2

2.1 Arrange the following historical events in chronological order

- Rivonia trial
- Sharpeville Massacre
- Formation of Black Consciousness Movement
- Women's day
- Drafting of Freedom Charter (5x2)

2.2 Use Source A and your own knowledge to answer the questions that follow:

Source A

Case study: Group Areas Act: Sophiatown Forced Removals

...the first families were forcibly removed from their homes in Sophiatown, their possessions loaded on the back of police trucks and relocated in Meadowlands, Soweto.

Former residents tell their stories:

'It was very difficult for me to lose the house which I was born in', says Patricia Mokena-Harvey, who stayed at Gibson Street.

'Children were screaming and crying. They didn't understand what was happening – and it was very cold and raining. It was very traumatic'.

'We got a notice that we were going to be moved on 12 February 1955, but we were taken by surprise by thousands of policemen and soldiers, who were heavily armed', Mokhele adds.

'We were still preparing ourselves to protest the removals, and we had no choice because no one was ready for them – and besides, they were armed'.

[Source: <https://www.brandsouthafrica.com/south-africa-fast-facts/history-facts/sophiatown50>]

2.2.1 Under which apartheid law were people moved from Sophiatown? (1)

2.2.2 Why do you think the people of Sophiatown were forcefully removed? (2)

2.2.3 What impact did the forced removals have on the people of Sophiatown?

Provide **TWO** points. (2)

2.2.4 Referring to the case study above, how do you feel and why? (3)

[8]

QUESTION 3

Use Source B and your own knowledge to answer the questions that follow:

Source B

Contradicting Newspaper reports on the Sharpeville Massacre

On March 21, Pan Africanist leaders in Sharpeville assembled a demonstration of 5,000 to 7,000 people, in part through intimidating locals to join. In the morning, they led the protest to the Sharpeville police station, where they demanded to be arrested for not carrying passes. Police reinforcements arrived during the incident. The March 22 New York Times reported: 'South African Air Force planes flew over the trouble spot in a show of force. But the Africans ignored all orders to disperse.'

In the afternoon, small scuffles broke out and some demonstrators began throwing rocks at the police. As the crowd moved forward toward one scuffle, the police began firing into the crowd.

The April 3 New York Times published an account by Humphrey Tyler, an assistant editor at Drum magazine who was white, who described the demonstration as peaceful and little threat to the officers' safety. He wrote: 'We heard the chatter of a machine gun, then another, then another. Bodies were falling. Hundreds of children were running. Some of the children were shot, too. Still the shooting went on.'

[Source: March 21, 1960 | South African Police Kill 69 Black Protesters in Sharpeville Massacre - The New York Times (nytimes.com)]

3.1 Why did the people march to the Sharpeville police station on the 21st of March 1960? (2)

3.2 Who was the leader of the Sharpeville March and to which organisation did he belong to (2)

3.3 The newspaper articles give us two different points of view on the events of the Sharpeville Massacre.

Discuss the **TWO** points of view shown by Source B on the events of the Sharpeville Massacre. (2)

3.4 As a historian, what do you think was the reason for the different points of view of the same event? (4)

3.5 Explain why the Sharpeville Massacre is regarded as the turning point in South African History. (2)

[12]

SUBTOTAL: [35 MARKS]

SECTION B: TURNING POINTS IN SOUTH AFRICAN HISTORY SOUTH AFRICAN HISTORY: 1960, 1976, AND 1990

QUESTION 4

4.1 Choose the correct option from the responses provided. Write down only the correct letter.

4.1.1 When was Nelson Mandela released from prison?

- A. 11 February 1990
- B. 25 September 1989
- C. 13 November 1982
- D. 02 February 1990

(1)

4.1.2 What does CODESA stand for?

- A. Congress of Democratic Students
- B. Congress of Democratic South Africa
- C. Convention for a Democratic South Africa

D. Convention of Democratic Students (1)

4.1.3 When did the first democratic elections take place?

A. 27 April 1994

B. 07 April 1992

C. 27B. June 1994

D. 02 September 1992 (1)

4.1.4 Who was the first President of a democratic South Africa?

A. Thabo Mbeki

B. Jacob Zuma

C. Nelson Mandela

D. Kgalema Motlanthe



(1)

4.1.5 How did South Africa address its political differences after 1989?

A. Through civil war

B. Through negotiations

C. Through civil disobedience

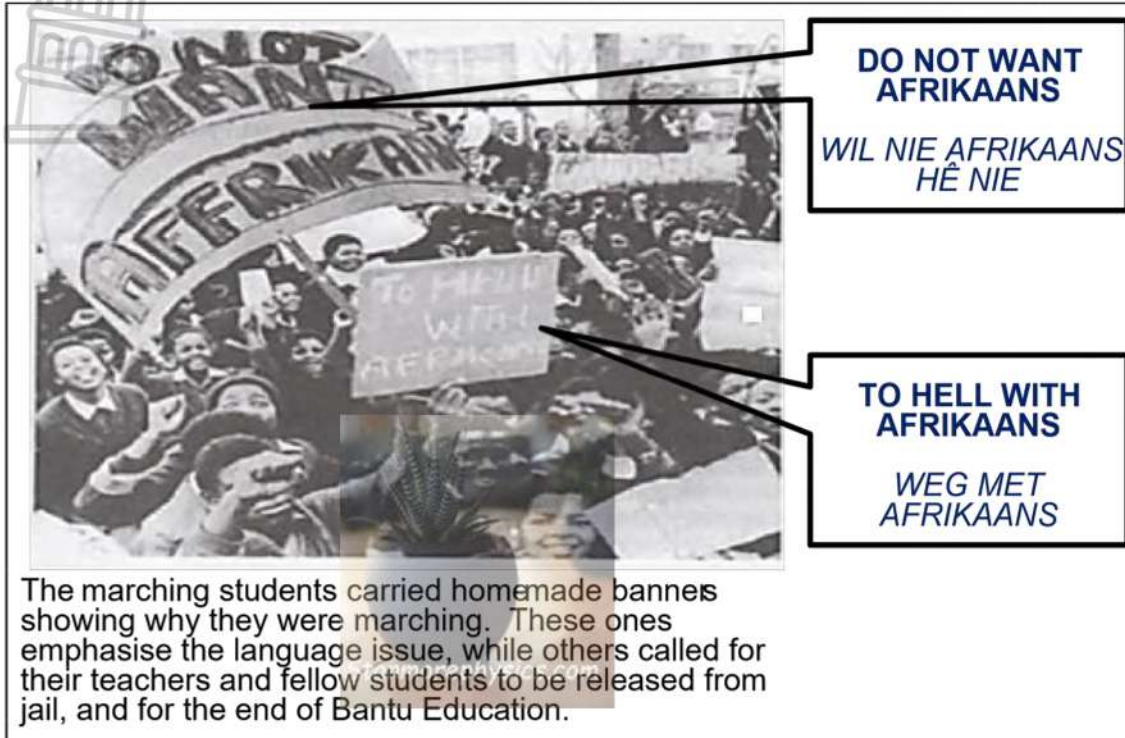
D. Through revolution (1)

[5]

4.2 The Soweto Uprising, 16 June 1976

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

SOURCE A



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

SOURCE B

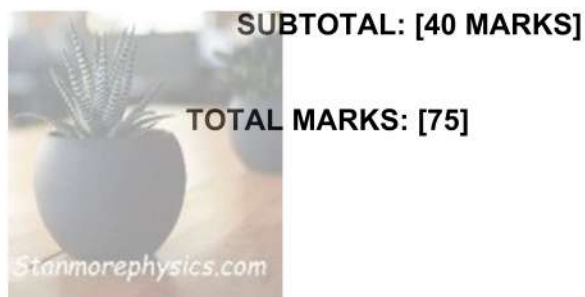


[Source: www.sahistory.org.za. Accessed on 26 August 2014]

- 4.2.1 Identify the victim that was shot by the police in source B. (1)
- 4.2.2 When did the event shown on source A & B take place? (1)
- 4.2.3 Write SSRC in full. (1)
- 4.2.4 How did the police react to the high school learners that were demonstrating? (2)
- 4.2.5 Write FIVE (5) things that blacks were unhappy about. (10)

QUESTION 5: ESSAY WRITING

5. Explain to what extent was the 1976 Soweto Uprising a turning point in the history of resistance and repression in South Africa. (20)





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MARKING GUIDELINE

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MARKS: 75

SECTION A

QUESTION 1

- 1.1.1 D ✓
- 1.1.2 A ✓
- 1.1.3 B ✓
- 1.1.4 C ✓
- 1.1.5 D ✓

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[5]

QUESTION 2

2.1

- Drafting of the Freedom Charter ✓✓
- Women's day ✓✓
- Sharpeville Massacre ✓✓
- Rivonia trial ✓✓
- Formation of Black Consciousness Movements ✓✓

[10]

2.2.

2.2.1 Group Areas Act of 1950 ✓

2.2.2 It had been **declared a white area** ✓ to stop blacks from mixing with whites and according to the **Group Areas Act**, ✓ communities had to be separated according to their race

2.2.3 - Children were traumatised by what was happening as they were screaming and crying. ✓

- Families lost their belongings as they were not fully prepared for the move. ✓

- Families were separated. ✓

[ANY TWO RELEVANT]

2.2.4 I feel bad, ✓ because children were screaming and crying. ✓ ✓

[Accept any relevant response]

[08]

QUESTION 3

3.1 They marched to the police station so that they could be arrested ✓ for not carrying passes ✓ as the law forced them to carry passes wherever they went.

3.2 Robert Sobukwe ✓ from the Pan Africanist Congress (PAC). ✓

3.3

- The report of the 22nd of March tells us that the police warned the protesters, ✓ but they ignored the warning and started throwing stones at the police.
- Report indicates that the protesters were at fault as they ignored the warning issued by police and started clashing with the police.
- The report of the 3rd of April indicates that the march was peaceful, people were happy and the police started shooting without warning. ✓

3.4

- It is because the event was reported from different points of view. .One report is from the point of view of the police (against the march). ✓✓
- The other report was based on a report by a person who witnessed the march (neutral towards the march). ✓✓

3.5 It is regarded as the turning point because what had always been peaceful protests ✓ over discrimination had now turned into a militant armed struggle. ✓

[12]

[35 MARKS]

SECTION B

QUESTION 4

4.1

4.1.1 A ✓

4.1.2 C ✓

4.1.3 A ✓

4.1.4 C ✓

4.1.5 B ✓

[5]

4.2

4.2.1 Hector Peterson ✓

4.2.2 June 16 1976 ✓

4.2.3 SSRC- Soweto Students' Representative Council ✓

4.2.4 They opened fire on the students' ✓✓

4.2.5

- They did not have political power ✓✓
- They still had to carry passes ✓✓
- They had less paying jobs ✓✓
- They lived in poor conditions ✓✓

- The education quality was bad✓✓



[15]

QUESTION 5

5. SOWETO UPRISING ESSAY

Marking matrix

PRESENTATION	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
CONTENT	Very well planned and structured. Good synthesis of information. Constructed an argument. Very good use of evidence to support the argument	Well planned and structured. Synthesis of information. Constructed an argument. Evidence used to support the argument.	Writing structured. Constructed an argument. Evidence used to support argument.	Clear attempt to construct an argument. Evidence used to a large extent to support the argument.	Some attempt to organise the information into an argument. Evidence not well used in supporting the argument.	Largely descriptive/ with little or some attempt to develop an argument.	Answer not at all well-structured.
LEVEL 7 The question has been fully answered. Content selection fully relevant to line of argument.	13-15 (Gr 7) 18-20 (Gr 8-9)	12-13 (Gr 7) 16-17 (Gr 8-9)					
LEVEL 6 The question has been answered. The content selection is relevant to a line of argument.	12-13 (Gr 7) 16-17 (Gr 8-9)	11 (Gr 7) 15 (Gr 8-9)	10 (Gr 7) 14 (Gr 8-9)				
LEVEL 5 The question has been answered to a great extent. The content is adequately covered and is relevant		10 (Gr 7) 14 (Gr 8-9)	9 (Gr 7) 13 (Gr 8-9)	8 (Gr 7) 12 (Gr 8-9)			

LEVEL 4 The question is recognisable in the answer. Some omissions/irrelevant content selection.			8 (Gr 7) 12 (Gr 8-9)	7 (Gr 7) 11 (Gr 8-9)	6 (Gr 7) 10 (Gr 8-9)		
LEVEL 3 The content selection does not always relate. Omissions in coverage.				6 (Gr 7) 10 (Gr 8-9)	5 (Gr 7) 9 (Gr 8-9)	4 (Gr 7) 8 (Gr 8-9)	
LEVEL 2 The content is sparse. The question is inadequately addressed.					4 (Gr 7) 8 (Gr 8-9)	3 (Gr 7) 7 (Gr 8-9)	2 (Gr 7) 6 (Gr 8-9)
LEVEL 1 The content is sparse, the question is inadequately addressed						2 (Gr 7) 6 (Gr 8-9)	0-1 (Gr 7) 0-5 (Gr 8-9)

Explain to what extent was the 1976 Soweto Uprising a turning point in the history of resistance and repression in South Africa. [20]

- The Soweto Students' Representative Council (SSRC) was formed in 1976
- Protest against the new policy that said black students should be taught in Afrikaans.
- They decided to hold a peaceful march on 16 June 1976
- On the morning of the march, hundreds of school students gathered at the meeting points around Soweto. They met outside Orlando West Secondary School.
- The crowds were singing and chanting, and that the mood was relaxed. There were between 15 000 and 20 000 students in school uniform there.
- The police tried to disperse the crowd by using tear gas and by setting their dogs on the crowd.
- The crowd reacted by throwing stones at the police, who then started firing into the crowd.
- The crowd panicked and started running to get away.
- A photographer, Sam Nzima, took a photo of Hector Petersen, a 13-year-old boy who had been shot, being carried out of the crowd by a friend.
- Hector's sister ran alongside them.
- This photo became famous.

- The students and police carried on clashing that day and night.
 - Students set up barricades across the streets. They set government vehicles and buildings like schools and beer halls alight.
 - The government closed schools and sent in more police the next day. But the violence continued.
 - Hundreds of people were killed and buildings and vehicles destroyed.
 - The country was unstable.
 - Many learners went in exile.
 - Underground political activities.
 - The Apartheid government was isolated.
 - The pressure mounted which led to the unbanning of political parties.
 - The release of political leaders.
 - Negotiations
 - Holding of the first Democratic Elections
 - June 16 is regarded as a Youth Day
- Any relevant point

TOTAL MARKS: 75

40 MARKS