



## basic education

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

### NATIONAL ASSESSMENT MARKING GUIDELINE 2023 SOCIAL SCIENCES (HISTORY) GRADE 9

#### SECTION A

##### Question 1

- One mark per answer.
- There are no half marks.

No.	Expected answer		
1.1	C	To set universal standards on how human beings should behave towards one another and respect everybody's dignity.	✓
1.2	B	It is discrimination or unfair treatment based on a person's race.	✓
1.3	D	National Party	✓
1.4	A	It is a policy of the National Party that separated people according to their race.	✓
1.5	B	Separate Amenities Act of 1953	✓
1.6	C	Prohibition of Mixed Marriages Act of 1949	✓
1.7	D	To organise workers around issues of trade union rights and national liberation demands.	✓
1.8	B	For the government feared the spread of communism.	✓
1.9	A	Civil disobedience, strikes and boycotts	✓
1.10	B	For his role in the non-violent struggle against Apartheid.	✓
1.11	D	It was a programme of deliberately breaking the apartheid laws.	✓
1.12	C	It hoped that many people would be arrested, that the jails would be full and the government would change the laws.	✓
1.13	A	It called for a non-racial South Africa where all people would be treated equal.	✓
1.14	D	Not everybody agreed with the terms of the Freedom Charter.	✓
1.15	B	They were accused of using violence to overthrow the government and replace it with a communist state.	✓
1.16	C	The people charged with high treason were in favour of the Freedom Charter.	✓
1.17	A	To deliver a petition against carrying of passes by women.	✓
1.18	B	Rahima Moosa, Lillian Ngoyi, Helen Joseph, Sophia William	✓
1.19	D	1960	✓
1.20	A	They believed that South Africa must be liberated by black Africans.	✓
1.21	C	It was a series of demonstrations by students of Soweto against the use of Afrikaans as a medium of instruction.	✓

No.	Expected answer		
1.22	B	Bantu Education Act of 1953	✓
1.23	A	Tsietsi Mashinini	✓
1.24	D	Hector Peterson	✓
1.25	C	Mbuyisa Makhubo	✓
1.26	A	The police started shooting at the ' <i>students</i> '.	✓
1.27	B	They burned buildings belonging to the state and destroyed police houses.	✓
1.28	A	The use of Afrikaans to teach Mathematics and Social Studies.	✓
1.29	D	The media helped in exposing the real picture of what was happening in South Africa.	✓
1.30	B	They imposed economic and cultural sanctions against South Africa.	✓
1.31	B	It is a practice of not trading with a country that has an unjust system of government.	✓
1.32	A	South Africa was banned from participating in international cultural and trading activities.	✓
1.33	C	Foreign investments dropped and countries refused to trade with South Africa.	✓
1.34	A	United Democratic Front	✓
1.35	C	Civil disobedience	✓
1.36	B	It organised the communities to oppose the Tricameral Parliament.	✓
1.37	A	It was formed by the UDF and COSATU.	✓
1.38	C	1990	✓
1.39	B	The frontline states were a coalition of Africa countries from the 1960 to 1990s committed to end apartheid and white domination in South Africa.	✓
1.40	A	Tanzania, Botswana, Zambia and Angola	✓
1.41	D	It resulted in the unbanning of political movements and the release of Nelson Mandela and all political prisoners.	✓
1.42	A	FW de Klerk	✓
1.43	C	To allow something or someone, who was prevented from operating, to operate again	✓
1.44	D	2 February 1990	✓
1.45	C	Walter Sisulu, Raymond Mhlaba, Andrew Mlangeni and Ahmed Kathrada	✓
1.46	B	Through negotiation	✓
1.47	A	11 February 1990	✓
1.48	C	Convention for a Democratic South Africa	✓
1.49	B	It played a role of making 19 political parties reach an agreement that South Africa should be a non-racial and democratic country.	✓
1.50	D	Many people doubted that the process would be fair while other groups decided to use violence to destabilise the country.	✓
1.51	A	27 April 1994	✓
1.52	C	Nelson Mandela	✓

## SECTION B

### Question 2

- *There are no half marks.*

No.	Expected answer	Clarification	Mark
2.1	Group Areas Act of 1950✓		1
2.2	It had been <b>declared a white area</b> ✓ to stop blacks from mixing with whites and according to the <b>Group Areas Act</b> ,✓ communities had to be separated according to their race.	Consider the <b>two</b> sets of bolded keywords.  <b>One</b> bolded key word earns <b>1</b> mark.  Incorrect or irrelevant or no answer is <b>0</b> .	2
2.3	<ul style="list-style-type: none"> <li>▪ Children were traumatised by what was happening as they were screaming and crying. ✓</li> <li>▪ Families lost their belongings as they were not fully prepared for the move. ✓</li> <li>▪ Families were separated. ✓</li> </ul>	Accept any <b>two</b> correct and relevant answers.	2

Question 3

No.	Expected answer	Clarification	Mark
3.1	They marched to the police station so that they <b>could be arrested</b> ✓ for <b>not carrying passes</b> ✓ as the law forced them to carry passes wherever they went.	Consider the <b>two</b> sets of bolded keywords.  <b>One</b> bolded key word earns <b>1</b> mark.  Incorrect or irrelevant or no answer is <b>0</b> .	2
3.2	<b>Robert Sobukwe</b> ✓ from the <b>Pan Africanist Congress</b> .✓	Consider the <b>two</b> sets of bolded keywords.  <b>One</b> bolded key word earns <b>1</b> mark.  Incorrect or irrelevant or no answer is <b>0</b> .	2
3.3	The report of the 22 <sup>nd</sup> of March tells us that the <b>police warned the protesters</b> , ✓ but they ignored the warning and started throwing stones at the police. <b>OR</b> Report indicates that the protesters were at fault as <b>they ignored the warning</b> ✓ issued by police and started clashing with the police. <b>AND</b> The report of the 3 <sup>rd</sup> of April indicates that the march was peaceful, people were happy and the <b>police started shooting without warning</b> .✓	Consider the <b>two</b> sets of bolded keywords.  <b>One</b> bolded key word earns <b>1</b> mark.  Incorrect or irrelevant or no answer is <b>0</b> .	2
3.4	It is because the event was reported from different points of view. One report is from <b>the point of view of the police</b> (against the march).✓ <b>AND</b> The other report was based on a <b>report by a person who witnessed the march</b> (neutral towards the march). ✓	Consider the <b>two</b> sets of bolded keywords.  <b>One</b> bolded key word earns <b>1</b> mark.  Incorrect or irrelevant or no answer is <b>0</b> .	2

3.5	It is regarded as the turning point because what had <b>always been peaceful protests</b> ✓ over discrimination had now <b>turned into a militant armed struggle.</b> ✓	Consider the <b>two</b> sets of bolded keywords.  <b>One</b> bolded key word earns <b>1</b> mark.  Incorrect or irrelevant or no answer is <b>0</b> .	2
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Question 4

No.	Expected answer	Clarification	Mark
4.1	<ul style="list-style-type: none"> <li>▪ <b>Introductory sentence:</b> causes of Soweto Uprising✓               <ul style="list-style-type: none"> <li>▪ Lack of facilities like classrooms and sports fields✓</li> <li>▪ Unqualified teachers.</li> <li>▪ The allocation of R644 per white pupil per year and R42 per black pupil per year✓</li> <li>▪ They wanted democracy and equal opportunities✓</li> <li>▪ Limited curriculum✓</li> <li>▪ Poverty and overcrowding in their surroundings ✓</li> <li>▪ Poor results and a high dropout rate✓</li> <li>▪ Emergence of black consciousness movements</li> <li>▪ Introduction of Afrikaans</li> <li>▪ Organised student activism</li> <li>▪ Bantu Education</li> <li>▪ Liberation of Mozambique and Angola</li> </ul> </li> <li>▪ <b>Concluding sentence:</b> own opinion on causes of Soweto Uprising✓</li> </ul>	<p>The learner's response should be in a paragraph form.</p> <p>Accept any of the <b>six</b> answers provided.</p> <p>Accept any other correct and relevant answer not listed.</p> <p>Consider the marking guide below the possible responses for marking the paragraph.</p>	8

Clarification	Marks
Has introductory/ controlling sentence. Has all 6 facts expected. Has concluding sentence.	8
Has either introductory/ controlling sentence or concluding sentence. Has all 6 facts expected. <b>OR</b> Has introductory and concluding sentence. Has 5 expected facts.	7
No introductory/ controlling sentence or concluding sentence. Has all 6 facts expected. <b>OR</b> Has introductory/ controlling sentence and concluding sentence. Has 4 of expected facts. <b>OR</b> Has introductory/ controlling sentence or concluding sentence. Has 5 of expected facts.	6
No introductory/ controlling sentence or concluding sentence. Has 5 of the expected 6 points. <b>OR</b> Has an introductory/ controlling sentence and a concluding sentence. Has 4 of the 6 points expected.	5
No introductory/ controlling sentence or concluding sentence. Has 4 of the 6 expected facts. <b>OR</b> Has introductory/ controlling sentence and concluding sentence. Has 2 of the 6 expected facts. <b>OR</b> Has introductory/ controlling sentence or concluding sentence. Has 3 of the expected fact.	4
No introductory/ controlling sentence and concluding sentence. Has 3 of the 6 expected facts. <b>OR</b> Has introductory/ controlling sentence and concluding sentence. Has 1 of the expected facts. <b>OR</b> Has introductory/ controlling sentence or concluding sentence. Has 2 of the expected facts.	3

Has 2 of the 6 expected facts. <b>OR</b> Has introductory/ controlling sentence or concluding sentence. Has 1 of the expected facts.	2
Has 1 of the 6 expected facts.	1
Question not answered at all. Incorrect or irrelevant responses.	0