

**JS History External Examination
Specimen paper, grade 9
Mark scheme**

2018

SECTION A

NAMIBIAN HISTORY

- 1. D
- 2. C
- 3. D
- 4. A
- 5. B
- 6. C
- 7. D
- 8. A
- 9. A
- 10. C
- 11. D
- 12. C
- 13. B
- 14. D

AFRICAN HISTORY

- 15. C
- 16. A
- 17. B
- 18. A
- 19. D
- 20. B
- 21. D
- 22. D
- 23. A
- 24. C

WORLD HISTORY

- 25. B
- 26. A
- 27. C
- 28. D
- 29. B
- 30. D
- 31. A
- 32. C

33. D
34. D

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SECTION B

The greatest part of the marking scheme in this section uses a system of levels according to which marks are awarded.

The marker's task is to identify the quality of the answer in relation to the target objective.

The candidate is awarded the mark level earned by the quality of the answer, where an answer shows qualities defined for more than one level; it is the highest level which counts.

QUESTION 1

NAMIBIAN HISTORY

Look at the picture and then answer questions (a), (b) and (c).

- (a) In what way did Namibian nationalism affect the lives of the Namibian people? Explain your answer. [4]

Question target: Assessment Objective B3: Comprehension of the source.

- L1: Simplistic opinion supported by little or no valid or accurate evidences e.g. it had a good/bad or negative/positive effect on people's lives. Copy part of the source. Differentiation without explanation. L1/1
- L2: Answers which are more specific on the effect. Good/Bad or Positive/Negative and one (1) effect. Good way, it united Namibians. L2/2
- Differentiation with valid explanation = L2/2
 - A choice with a valid explanation = L2/2
- L3: A reasonably full and accurate description, e.g. Bad/Good way or Positive/Negative e.g. Good way because it inspired motivated the Namibians to fight for their rights and freedom. It united Namibians. It led to the formation of different organisations that were fighting for Namibia's independence. It helped Namibians to be aware of the importance of Education. L3/3-4
- Choice + Explanation or elaboration on feeling of Nationalism. = L3/3-4

OR

- Bad way. Many Namibian people left the country into exile. Many people were arrested, wounded (injured) and killed. L3/3-4

- Differentiation: Negative way + reasons
Positive way + reasons L3/3-4

- (b) • Accurate description without making a choice = L3/3
Why was Education vital (important) as a development that contributed to the rise of Nationalism in Namibia? Explain your answer. [3]

Question target: Assessment objective B3: Detecting opinion

L1: Simplistic reason without explanation, e.g. Education gave access to ideas and information. L1/1

L2: One reason with an explanation, e.g. The mission schools gave rise to a small class of educated black people, who spoke German, English and Afrikaans. L2/2

OR

Education gave access to ideas and information. L1/1

Printed in books, newspapers etc. to make them aware of their rights. L2/2

- Listing =L2/2

L3: A reason/reasons with complex explanation, e.g. L1 + L2 + Education motivated the people to express their patriotic feelings that led to Namibia's independence. L3/3

- (c) How important was the formation of the United Nations Organisation to the rise of Nationalism in Namibia? Explain your answer. [3]

Question target: Assessment Objective B3: Understanding judgement

L1: Answers saying important/not important but no valid explanation is supplied e.g. very important. L1/1

L2: Answers saying important and/or not important and providing one valid reason: e.g. it was very important because the UN believed that all people had the rights to govern themselves. L2/2

Give 2 reasons without saying important or not important = L2/2

L3: Answers saying important and/or not important, based on background knowledge, supplying two or more reasons to support important/not important, e.g. very important, because the UN believed that all people had the rights to govern themselves. To choose their own form of government.

- Differentiation - very important and reason(s)

- not important and reason(s) L3/3

NB: Positive/Negative; Good/bad and yes/no will not be accepted
Successful/not successful will not be accepted.

(d) Name and explain any **two** political/recommendations made by the Odendaal Plan. [4]

Question target: Assessment Objective A1: Recall, select, organise, deploy.

L1: Name one L1/1 or two political recommendations name and explain one L1/2 e.g. Division of the homelands: the country was to be divided into a homeland for different ethnic groups. L1/2

Name 2 without explanation. L1/2

L2: Name two and explain one L2/3 or name two and explain both, L2/4.
e.g. L1 + self-government: provision was made for the creation of self- governing authorities in the ethnic homelands. L2/4

(any other political recommendations accepted)

(e) Name **two** reasons why SWAPO started the liberation struggle? [2]

Question target: Assessment Objective A1: Select, organise, deploy.

L1: One reason, e.g. South Africa refuses to give Namibia its independence. L1/1

L2: Two reasons: e.g. L1 + International Court of justice failed to declare South Africa's presence in Namibia as illegal. L2/2

(Fight for Independence. Every means to its disposal to bring independence of SWA/Namibia.) Fight SA for the rights of black people in SWA. They could use every means to its disposal to bring independence to Namibia.

(f) Write a paragraph why independent churches were established? [5]

Question target: Objective A1: Select, organise, deploy

L1: One valid fact e.g. the mission churches were dominated by whites. L1/1

L2: Two or three facts e.g. L1 + they did not take African values and needs well enough into account; mission churches taught obedience to the colonial authority. L2/2-3

L3: Four or five facts, e.g. L1 +L2 + the Christian message of justice and equality was interpreted by blacks as a call to fight against oppression. Black people to

be allowed to become pastors and priests and to hold positions of authority from where they could influence their followers, call meetings and develop political ideas. L3/4-5

- (g)** What did the Namibians think about the (outcome of) November 1989 election? Explain your answer. [5]

Question target: Assessment Objective A1: Select, organise, deploy.

L1: A simple statement, assuming everyone thought the same, E.g. black Namibians liked it (or were happy). L1/1

L2: A simple statement assuming everyone thought the same with an explanation, e.g. Black Namibians liked it, because it was the first ever democratic election held in Namibia. L2/2

- They thought differently = L2/2

(SOME LIKED IT AND OTHERS DID NOT LIKE IT = L2/2)

L3: A simple statement assuming everyone thought the same, with a complex explanation e.g. black Namibians liked it because it was the first ever democratic election held in Namibia. It paved the way for Namibia's independence. L3/3

A few white Namibians did not like it, without an explanation. L4/4

L4: Differentiation with both sides explained, e.g. most black Namibians liked it, because it was the first ever democratic election held in Namibia. It paved the way for Namibia's independence.

A few white Namibians did not like it because the form of government is going to be changed, ending the white minority rule of South Africa in Namibia. L4/5

- (h)** The following are three reasons why South-Africa did not want to give Namibia its independence.

- They benefited from the natural resources.
- They wanted to make it a fifth province.
- The League of Nations gave them the right to administer the country.

Which one of these three reasons is the most important? Write down your choice and give three reasons why you have chosen it. Also explain why the other two are not important as your choice. [6]

Question target: Understanding causation

L1: Making a choice: e.g. They wanted to make it a fifth province. L1/1

- Rewriting all three without any reason given = L1/1

L2: Make a choice with one reason, e.g. they wanted to make it a fifth province because then Namibia would belong to them. L2/2

- Write all three reasons, without a definite choice but with explanations = L2/2

L3: A choice with two or three valid reasons, e.g. they wanted to make it a fifth province, because then Namibia would belong to them.

They could use the minerals for themselves. They could incorporate the contract work system and use the workers for their own benefit. South Africa would have full control over Namibia. L3/3-4

- Choice + one valid reason – explain why the other two are less important. L3/4
- Combined explanation for the other two = 2 marks

(make a choice, but no valid explanation, then name and explain the other two = L3/3-4).

- Make a choice with three valid reasons = L3/4

L4: A choice with three valid reasons and also explain why the other two are not as important as the first choice.

L3 + I did not choose benefited from the natural resources' because if it became a fifth province, the minerals were automatically included.

I did not choose the League of Nations, because the League did not exist anymore at that time because neither the League nor the UN had much power to force South Africa to give independence to Namibia. L4/5-6

OR

The League and UN were far from Namibia and did not care much at that time.

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QUESTION 2

AFRICAN HISTORY

Study the map, then answer questions (a) (b) and (c)

- (a) In what way did the mixed economic system affect the lives of the Namibian people? Explain your answer.

Question target: Assessment Objective B3: Comprehension of the sources.

L1: A simple opinion supported by little or no valid accurate evidence, e.g. good/bad or positive/negative way.

- Copy part of the source/caption.
- Differentiate without a valid reason. L1/1

L2: More specific on the effects: e.g. positive way/good way – because the government and private sector work together. L2/2

- Differentiate with a valid explanation = L2/2
- A choice with a valid explanation = L2/2

L3: A reasonably full and accurate description e.g. positive/good way because the government and private sector work together. More Namibian people were employed. Namibian farmers became commercial. L3/3-4

- Accurate description without making a choice. L3/3
- Differentiate and explain both sides. = L3/3-4

- (b) Why was the mixed economic system introduced in Namibia? Explain your answer. [3]

Question target: Assessment Objective B3: Detecting opinion

L1: Simplistic reason without explanation e.g. to close the gap between the poor and rich. L1/1

L2: One reason with an explanation, e.g. to close the gap between the poor and rich. The government wanted Namibian people to take part in the economic development of the country. L2/2

Listing = L2/2

L3: Give reason/reasons with a complex explanation e.g. close the gap between the poor and rich. The government wanted Namibian people to take part in the economic development of the country. The government's role is to provide social services e.g. education and health. L3/3

(c) How successful is the mixed economy system to the economic development of Namibia? Explain your answer. [3]

Question target: Assessment Objective B3: Understanding judgement.

L1: Answers saying successful and/or not successful but no valid explanation is supplied, e.g. very successful. L1/1

L2: Answers saying successful and/not successful and providing one valid reason e.g. very successful because the fishing industry is increasing the income of the country's economy.

- Give two reasons without saying successful or not successful. L2/2

L3: Answers saying successful and/or not successful based on background knowledge, supplying two or more reasons to support successful/not successful e.g. very successful because the fishing industry is increasing the income of the country's economy. Mining is the backbone of the country's economy Tourism is the country's fastest growing industry. L3/3

- Differentiation - very successful and reasons L3/3
- not successful and reasons

NB: Positive/Negative, good/bad and yes/and not - will not be accepted). Important/not important will not be accepted.

(d) Name and explain **two** aims of Pan-Africanism. [4]

Question target: Assessment Objective A1: Select, organise, deploy

L1: Name one or two aims, or name and explains one e.g. to strengthen the bonds between black people of African origin all over the world due to a realisation of a common cultural heritage and interests. Listing Garvey's aims: Africa for the Africans, black unity throughout the world, black control of black communities. L1/1-2

L2: Name and explains one aim, or name two and explains both, e.g. L1 + to unite black people everywhere in defense of common interests and against racial discrimination because they were treated as inferior and segregated (separated) in all walks of life, to help Africans in Africa to find their own way towards equality and freedom from colonialism, thus autonomy and independence. L2/3-4
Racial discrimination

(e) Name **two** examples of African dictators. [2]

Question target: Assessment Objective A1: Recall, explain, deploy.

L1: One example, e.g. Idi Amin. L1/1

L2: Two examples, e.g. Mobutu Sese Seko. L2/2

Other examples: Robert Mugabe, Muammar Gaddafi, Kwame Nkrumah, Mengistu Hail Mariam, Omar Al Bashir, Muammar Al Gaddafi, Laurent Kabilla, Mobutu Sese Seko, Jean Bedell.

(f) Write a paragraph how Kwame Nkrumah contributed to pro-African unity. [5]

Question target: Assessment Objective A1: Recall, explain, describe

L1: One valid fact, e.g. Nkrumah believed in total liberation of the African continent. L1/1

L2: Two or three valid facts, e.g. L1 + he organised a conference in 1958 of the eight independence African states. He was committed to achieving the liberation of all colonies in Africa and to set up a commonwealth of free African states. L2/2-3

L3: Four to five facts e.g. L1 and L2 and Nkrumah believed in a “United States of Africa” which would have a single government to unite the continent. Although his dream did not realise it lived on in the organisation of African Unity OAU and today in the African Union (AU). L3/4-5

In 1958 he organised a Conference in Accra to work towards the complete liberation of the African continent. He was a Pan-African idealist.

(g) What do the African people think about the OAU (Organisation of African Unity)? Explain your answer. [5]

Question target: Assessment Objective A1: Understanding people in the past

L1: A simple statement, assuming everyone thinks the same e.g. African people like it. L1/1

• Explanation not dealing with thoughts and feelings = L1/1

L2: A simple statement assuming everyone thought the same, with an explanation e.g. Africans like it because it encourages programmes of economics co-operation such as the forming of trade agreements. L2/2

• Differentiate without explanation = L2/2

(SOME AFRICANS LIKED IT AND A FEW AFRICANS DID NOT LIKE IT = L2/2)

L3: A simple statement assuming everyone thinks the same, with a complex explanation e.g. Africans like it because the OAU encourages programmes of economic co-operation such as the forming of trade agreements. Settling border disputes; it set up the African Development Bank. Support for liberation movements L3/3 (some African do not like it) without an explanation. L4/4

L4: Differentiation with both sides explained. E.g. most Africans like it because it encourages programmes of economic co-operation such as the forming of trade agreements. It set up the African Development Bank, it gave support to liberation struggles and settling border disputes. Helped refugees. Some Africans do not like it because it has no army to enforce its decisions. Inability to prevent continued disputes and conflicts in Africa. L4/5

(h) Here are three factors that caused an economic crisis in Africa after Independence.

- HIV/AIDS
- Famine
- Oil crisis

Which one of these factors contributed the most to the economic crisis in Africa? Write down your choice and give three reasons why you have chosen it. Also explain why the other two are not as important as your choice.

Question target: Assessment Objective A2: Understanding causation.

L1: Making a choice, e.g. HIV/AIDS L1/1

Rewriting all three factors without any explanation = L1/1

L2: Make a choice with a valid reason e.g. HIV/AIDS contributes the most because many people died. L2/2

Write all three factors without a definite choice but with explanations = L2/2

L3: Make a choice with two or three valid reasons, e.g. HIV/AIDS because the most productive people (15 – 35 years of age) are dying. It affected the economic growth of countries. People infected with the virus find it difficult to continue working. L3/3-4

- Make a choice with no valid explanation and explain the other two = L3/3

L4: A choice with three valid reasons and also explain why the other two are less important than your choice e.g. L3 + I did not choose famine because people were provided with food by the FAO.

The oil crisis is not my choice because when prices on the world market change then the oil prices can also change. L4/5-6

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QUESTION 3

WORLD HISTORY

Look at the cartoon and then answer questions (a) (b) and (c)

(a) In what way did Nazism affect the lives of the German people. Explain your answer. [4]

Question target: Assessment Objective B3: Comprehension of the sources.

L1: A simple opinion supported by little or no valid or accurate evidences; e.g. Bad/Good or Negative/Positive way. Copy part of the caption. L1/1

- Differentiation without valid reason = L1/1

L2: More specific on the effects e.g. Good way; because the country's (+ 1 for choice) economy was revived. L2/2

- A choice with a valid explanation = L2/2
- Differentiate, but one side explained = L2/2

L3: A reasonably full and accurate description e.g. Good way, because German speaking people were united. More living space was gained by taking over new territories. L3/3-4

- Accurate description without making a choice = L3/3

OR

Bad way because Hitler became a totalitarian leader (one leader, the Führer). German people had no freedom under Hitler's rule. No other political parties were allowed.

- Differentiate and explain both sides = L3/3-4

(b) Why was the Nazi party formed in Germany? Explain your answer. [3]

Question target: Assessment Objective B3: Detecting opinion.

L1: Simplistic reason without explanation, e.g. rebuilt German into a powerful nation. L1/1

L2: One reason with an explanation e.g. L1 + to get back the land taken during the treaty of Versailles. (Lebensraum) L2/2

- Listing = L2/2

L3: A reason/reasons with a complex explanation, e.g. L1 + L3 + to rebuilt Germany into a powerful nation. To re-unite the German speaking people. To get back the land taken during the Treaty of Versailles. L3/3

(c) How important was Nazism for the development of Germany? Explain your answer. [3]

Question target: Assessment Objective B3: Understanding judgement.

L1: Answer saying important and/or not important without valid reason, e.g. it was important/not important. L1/1 (+ 1 for choice)

L2: Answers saying important and/or not important and one valid reason. E.g. very important because more employment were created. L2/2

- Give two reasons **without** stating very important/or not important = L2/2

L3: Answers saying important and/or not important, based on background knowledge, supplying two or more reasons to support important/not important, e.g. very important, because more employment were created. Germany gained some territories that were taken away from Germany by the Treaty of Versailles. Germany re-armed. L3/3
Fertile land taken from other countries.

- Differentiation - very important + reason L3/3
- not important + reason

(NB: Positive/negative, good/bad and yes/no will **not** be accepted. Successful/not successful will not be accepted.)

(d) Name and explain any two structures of the UNO.

Question target: Assessment Objective A1: Select, organise, deploy.

L1: Name one (L1/1) or two (L1/2) structures or name and explain one e.g. General Assembly; it discuss international problems such as border' conflicts, refugees, health issues and recommend possible solutions. (or any other explanations) L1/2

L2: Name two and explain one (L2/3) or name two and explain two L2/4 e.g.

L1 + Security Council: is the executive body of the UNO and consists of 15 members, each with one vote. (or any other explanations) L2/4

Any other structures will be accepted.

(If learner has no explanation for structures/wrong explanations give full marks if structures/bodies are correct).

[Secretariat: takes care of administration:

International Court of Justice: The Court tries to settle disputes among member states.

The Economic and Social Council: This body was responsible for the Declaration of Human Rights and to take care of the economic and social responsibilities of member states.]

(e) Name any two member countries of SADC. [2]

Question target: Assessment Objective A1: Recall, explain and deploy

L1: Supplying one member country: Angola L1/1

L2: Supplying two member countries: Angola and Zambia L2/2

(Other member countries: Namibia, South-Africa, Lesotho, Swaziland, Botswana, Mozambique, Malawi, Tanzania, Democratic Republic of Congo, Madagascar, Mauritius, Seychelles, Zimbabwe).

(f) Write a paragraph about the terms of the Treaty of Versailles. [5]

Question target: Assessment Objective A1: Recall, explain and describe.

L1: One valid fact, e.g. Germany lost 10 per cent of its territory (including Namibia). L1/1

L2: Two to three valid facts e.g. L1 + Germany lost 12,5% of its population, 16% of its coal fields and half of its iron and steel industry. L2/3

L3: Four to five facts e.g. L1 + L2 + its army was reduced to 100 000 men, its fleet limited to small vessels and 10 000 tons, with no submarines and no air force. Germany also had to pay reparations. L3/4-5

(g) What did the Americans think of their country's involvement in the Vietnam War? Explain your answer. [5]

Question target: Assessment Objective A2: Understanding people in the past.

L1: A simple statement, assuming everyone thought the same, e.g. Americans liked it. L1/1

• Explanation not dealing with thoughts and feeling = L1/1

L2: A simple statement assuming everyone thought the same, with an explanation, e.g. Americans liked it because they feared communism. L2/2

(SOME LIKED IT AND SOME DID NOT LIKE IT) =
L2/2

L3: A simple statement, assuming everyone thought the same, with a complex explanation, e.g. they liked it, because they feared communism and they believed it was the USA's responsibility to stop it from spreading. L3/3
(Most Americans did not like it without an explanation). L4/4

L4: Differentiation with both sides explained, e.g. some liked it because they feared communism and they believed it was the USA's responsibility to stop it from spreading. They also felt that the USA had the right to control the world.

Most Americans did not like it because their tax money had to pay for all the expenses. Their sons, brothers and fathers were killed in a war that they felt was not their business. Most Americans hated the Vietnam War. L4/4-5

(h) The following are three features (characteristics) of communism:

- A classless society
- Communal/public ownership of economic assets
- Political power held by a strong central government.

Which one of these features is most disliked by the capitalist? Write down your choice and give three reasons why you have chosen it. Also explain why the other two are less important than your choice. [6]

Question target: Assessment Objective A2: Understanding causation

L1: Making a choice, e.g. communal/public ownership of economic assets. L1/1

Rewriting all three features without any explanation = L1/1

L2: Make a choice with one reason, e.g. communal/public ownership of economic assets, because the state or government owns and controls land, mines, industries and factories on behalf of the nation. L2/2

Write all three features without a definite choice but with explanations. = L2/2

L3: Make a choice with two or three valid reasons e.g. communal/public ownership of economic assets, because the state or government owns and controls land, mines, industries and factories on behalf of the nation. Private ownership is not allowed.

Resources are shared equally, to ensure equality in the society. L3/3-4

- Make a choice with no valid explanation and explain the other two = L3/3

L4: A choice with three valid reasons and also explain why the other two are less disliked than your choice e.g. L2 + I did not choose a classless society because they do not care about being equal in the society as long as they are rich.

I did not choose political power held by a strong central government because capitalists believed in democracy. (with a government led by a strong majority)
L4/5-6

- Choice made, one valid reason and explain the other two = L3/4
- Choice made with three valid reasons = L3/4
- (Combined answer for explaining the other two = 2 marks)

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