



SOCIAL SCIENCES

HISTORY

MARCH 2024

TERM 1 [TASK 2]

KWA-NGOZA SECONDARY SCHOOL

UBHAQA (ILEMBE) NDWEDWE
CIBANE TRIBAL AUTHORITY (16)

GRADE 9

MODERATOR: MRS N.F DLAMINI

EXAMINER: MR T KHUZWAYO

APPROVED BY: MRS N.F DLAMINI

SIGNATURE:

DATE:

MARKS: 50

TIME: 1 HOUR

School stamp

N.B. This question paper consists of 4 pages and an addendum of 5 pages.

INSTRUCTIONS AND INFORMATION

1. This question paper consists of SECTION A, based on the prescribed content framework in the CAPS document.

SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: WORLD WAR II (1919-1945) – THE RISE OF NAZI GERMANY/EUROPE

2. SECTION A consist of ONE source-based question. Source material that is required to answer the questions can be found in the ADDENDUM.
- 3.
4. Answer ONE question as follows:
4.1 Source-Based Question
4.2 Section A
5. You are advised to spend ONE hour
6. When answering the questions, you should apply your knowledge, skills and insight.
7. You will be disadvantaged by merely rewriting the sources as answers.
8. Number the answers correctly according to the numbering system used in this question paper.
9. Write neatly and legibly.

SECTION A: SOURCE-BASED QUESTIONS

Answer the questions, in this section. Source material to be used to answer these questions is contained in the **ADDENDUM**.

QUESTION 1: HOW DID THE NAZIS PERSECUTE (OPPRESS) MINORITY GROUPS IN GERMANY BETWEEN THE 1930s AND 1940s?

Study Sources 1A, 1B, 1C and 1D and answer the questions that follow.

1.1 Refer to Source 1A.

- 1.1.1 Define the concept anti-Semitism in your own words. (1 x 2) (2)
- 1.1.2 How, according to the source, did Hitler end democracy in Germany in 1933? (2 x 1) (2)
- 1.1.3 Using the information in the source and your own knowledge explain why Germany experienced an economic crisis (disaster) in 1933. (1 x 2) (2)
- 1.1.4 Comment on the reasons for the Nazi's hatred for the Jews. (2 x 2) (4)

1.2 Read Source 1B.

- 1.2.1 What, according to the source, was the function of the Euthanasia Program in Germany? (1 x 2) (2)
- 1.2.2 List THREE categories of individuals that the Euthanasia Program wanted to eliminate from the German population. (3 x 1) (3)
- 1.2.3 Define the concept *Holocaust* in the context of the Nazi racial policies. (1 x 2) (2)
- 1.2.4 What is implied by the statement, 'Disabled people represented a genetic and a financial burden on the German society'. (2 x 2) (4)
- 1.2.5 Explain why the Euthanasia Program can be seen as a violation of human rights. (2 x 2) (4)

1.3 Consult Source 1C.

- 1.3.1 Name the THREE categories of people who were known as the Gypsies. (3 x 1) (3)
- 1.3.2 According to the source, how were the Gypsies killed at the Auschwitz Concentration Camp? (2 x 1) (2)
- 1.3.3 What options, do you think, the Gypsies had to escape sterilisation in Germany? (2 x 2) (4)
- 1.3.4 Explain how forced sterilisation contributed to the practice of racism in Germany in the 1930s. (2 x 2) (4)

1.4 Read Source 1D.

1.4.1 Explain the messages that the photographer wishes to convey regarding Germany's racial policies in the 1930s. (1 x 2) (2)

1.4.2 Supply ONE reason why Hitler's Euthanasia Program cannot be justified. (1 x 2) (2)

1.5 Compare Source 3B and Source 3D. Explain how the evidence in Source 3D supports the information in Source 3C regarding Hitler's Euthanasia Program. (2 x 2) (4)

1.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining how did the Nazis persecute (oppress) minority groups in Germany between the 1930s and 1940s?

(8)

[50]**[TOTAL: 50 MARKS]**



SOCIAL SCIENCES

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MARCH 2024

TERM 1 [TASK 2] MARKING GUIDELINES

KWA-NGOZA SECONDARY SCHOOL

UBHAQA (ILEMBE) NDWEDWE
CIBANE TRIBAL AUTHORITY (16)

GRADE 9

MODERATOR: **MRS N.F DLAMINI**

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SIGNATURE:

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N.B. These marking guidelines consists of 8 pages

1. SOURCE-BASED QUESTIONS

The following cognitive levels were used to develop source-based questions:

COGNITIVE LEVELS	HISTORICAL SKILLS	WEIGHTING OF QUESTIONS
LEVEL 1	<ul style="list-style-type: none"> Extract evidence from sources. Selection and organisation of relevant information from sources. Define historical concepts/terms. 	30% (15)
LEVEL 2	<ul style="list-style-type: none"> Interpretation of evidence from the sources. Explain information gathered from the sources. Analyse evidence from the sources. 	40% (20)
LEVEL 3	<ul style="list-style-type: none"> Interpret and evaluate evidence from sources. Engage with sources to determine its usefulness, reliability, bias and limitations. Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions. 	30% (15)

The information below indicates how source-based questions are assessed:

- In the marking of source-based questions credit needs to be given to any other valid and relevant viewpoints, arguments, evidence or examples.
- In the allocation of marks emphasis should be placed on how the requirements of the question have been addressed.
- In the marking guideline, the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.
- When assessing open-ended source-based questions, learners should be credited for any relevant answers.
- Learners are expected to take a stance when answering 'to what extent' questions in order for any marks to be awarded.

Assessment procedures for source-based questions

- Use a tick (✓) for each correct answer
- Pay attention to the mark scheme e.g. (2 x 2) which translates to two reasons and is given two marks each (✓✓ ✓✓); (1 x 2) which translates to one reason and is given two marks (✓✓)
- If a question carries 4 marks then indicate by placing 4 ticks (✓✓✓✓)

Paragraph question

Paragraphs are to be assessed globally (holistically). Both the content and structure of the paragraph must be taken into account when awarding a mark. The following steps must be used when assessing a response to a paragraph question:

- Read the paragraph and place a bullet (.) at each point within the text where the candidate has used relevant evidence to address the question.
- Re-read the paragraph to evaluate the extent to which the candidate has been able to use relevant evidence to write a paragraph.

- At the end of the paragraph indicate the ticks (✓) that the candidate has been awarded for the paragraph; as well as the level (1, 2 or 3) as indicated in the holistic rubric and a brief comment e.g.

_____. _____

✓✓✓✓ Level 2

Used mostly relevant evidence to write a basic paragraph

- Count all the ticks for the source-based question and then write the mark on the right hand bottom margin e.g.

32

55

- Ensure that the total mark is transferred accurately to the front/back cover of the answer script.



SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: HOW DID THE NAZIS PERSECUTE (OPPRESS) MINORITY GROUPS IN GERMANY BETWEEN THE 1930s AND 1940s?

1.1

1.1.1 *[Definition of a historical concept from Source 1A – L1]*

- Against Jews and Judaism
- Hatred of the Jews.
- Any other relevant response.

(Any 1 x 2) (2)

1.1.2 *[Extraction of evidence from Source 1A – L1]*

- The suspension of individual freedoms of the press speech and assembly
- The Enabling Act of 23 March 1933, gave Hitler dictatorial powers.

(2 x 1) (2)

1.1.3 *[Interpretation of evidence from Source 1A – L2]*

- Germany was negatively affected by the Great Depression
- Germany was still paying war reparations to the Allied Powers
- Hitler blamed the Jews for Germany's economic hardships
- Any other relevant response.

(Any 1 x 2) (2)


1.1.4 *[Interpretation of evidence from Source 1A – L2]*

- The Nazis blamed the Jews for Germany's defeat in World War One.
- They blamed the Jews and the communists for betraying Germany during World War One
- They used the Jews as a scapegoat for their racial ideologies
- They believed that the Jews controlled the banking and finances of Germany and contributed to the Great Depression
- Any other relevant response.

(Any 2 x 2) (4)


1.2

1.2.1 [Extraction of evidence from Source 1B – L1]

- 
- The systematic murder of institutionalised patients with disabilities in Germany.

(1 x 2) (2)

1.2.2 [Extraction of evidence from Source 1B – L1]

- 
- Severe psychiatric disabilities
 - Severe neurological disabilities
 - Severe physical disabilities

(3 x 1) (3)

1.2.3 [Interpretation of evidence from Source 1B – L2]

- The killing of about six million Jews by Nazi
- Any other relevant response.

(Any 1 x 2) (2)

1.2.4 [Analysis of evidence from Source 1B – L2]

- Disabled people will contaminate the Aryan race.
- Disabled people will breed more disabled offspring.
- Disabled people were dependent on state social welfare – thus becoming a financial burden to the state.
- The money used to maintain disabled people could be utilised in a more productive way.
- Any other relevant response.

(Any 2 x 2) (4)

1.2.5 [Synthesis of evidence from Source 1B – L2]

- The Euthanasia Program violated the people's right to live.
- The Euthanasia Program violated the people's right to life.
- The Euthanasia Program violated the people's right to reproduce without interference.
- The Euthanasia Program violated the people's freedom of choice to determine their own destiny.
- The Euthanasia Program violated the people's right to privacy.
- The Euthanasia Program violated the people's right to safety.
- Any other relevant response.

(Any 2 x 2) (4)

1.3

1.3.1 [Extraction of evidence from Source 1C – L1]



- Roma
- Sinti
- Manouches

(3 x 1) (3)

1.3.2 [Extraction of evidence from Source 1C – L1]

- Gassing
- Disease
- Hunger or exhaustion
- Murdered by guards.

(Any 2 x 1) (2)

1.3.3 [Analysis of evidence from Source 1C – L2]

- They could have accepted sterilisation.
- They could fight it in a court of justice.
- They could try to escape.
- They were hunted down.
- Any other relevant response.

(Any 2 x 2) (4)

1.3.4 [Interpretation of evidence from Source 3C – L2]

- Sterilisation was only applied to inferior races in Germany.
- Sterilisation was only applied to minority groups living in Germany.
- Sterilisation was only applied to people of colour living in Germany.
- The Aryan race was not subjected to forced sterilisation.
- Any other relevant response.

(Any 2 x 2) (4)

1.4

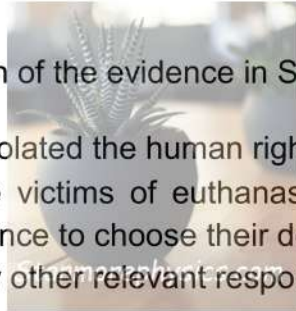
1.4.1 [Interpretation of evidence from Source 1D – L2]



- It shows that children with disabilities were discriminated against in Germany.
- It shows that children with disabilities were seen as a burden to the German government.
- It highlights the Germans' policy of discrimination towards children with disabilities.
- Any other relevant response.

(1 x 2) (2)

1.4.2 [Evaluation of the evidence in Source 1D – L3]



- It violated the human rights of people.
- The victims of euthanasia programs were not given a chance to choose their destiny.
- Any other relevant response.

(Any1 x 2) (2)

1.5 [Comparison of evidence from Sources 1B and 1D – L3]

- Source 1B states that children with disabilities were a burden for German society whilst Source 1D gives a visual presentation of the burden that is mentioned in Source 1B.
- Source 1B mentions the different types of disabilities that can be seen in Source 1D.
- Any other relevant response.

(Any2 x 2) (4)

1.6 [Interpretation, evaluation and synthesis of evidence from relevant sources – L3]

Candidates may include the following aspects in their responses:

- The Nazi party was extremely anti-Semitic (Source 1A)
- The Nazis believed that they were racially superior to other races (Source 1A)
- The Nazis believed that the inferior races were a biological threat to the purity of the German race (Source 1A)
- The Jews became the primary target of Nazi hatred (Source 1A)
- The Nazis implemented the euthanasia program to murder people with disabilities in Germany (Source 1B)
- People with severe psychiatric neurological or physical disabilities were seen as a financial burden on German society (Source 1C and Source 1D)
- Children with disabilities were murdered through lethal overdoses of

medication by trained medical professionals (Source 1B and 1D)\The killing was extended to adults with disabilities (Source 1B)

- Gypsies were seen as inferior and were killed through forced sterilization (Source 1C)
- Gypsies were killed through gassing, hunger or exhaustion or murdered by guards (Source 1C)
- The Nazis implemented eugenics programs to protect the German masteries (own knowledge)
- Any other relevant response.

(8)

[50]

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g., shows little or no understanding on how the Nazis persecuted minority groups in Germany between the 1930s and 1940s. • Uses evidence partially to report on topic or cannot report on topic. 	MARKS 0–2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic e.g., shows some understanding on how the Nazis persecuted minority groups in Germany between the 1930s and 1940s.. • Uses evidence a very basic manner. 	MARKS 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g., demonstrates a thorough understanding on how the Nazis persecuted minority groups in Germany between the 1930s and 1940s. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	MARKS 6–8

(8)

[TOTAL: 50 MARKS]