



education

Department:
Education
North West Provincial Government
REPUBLIC OF SOUTH AFRICA

PROVINCIAL ASSESSMENT

GRADE 9

SOCIAL SCIENCES (HISTORY)

JUNE 2024

MARKS: 75

TIME: 2 hours



This question paper consists of 8 pages.

INSTRUCTIONS AND INFORMATION

Read the following instructions carefully before answering the questions.

1. This question paper consists of TWO sections, namely

SECTION A: Events leading up to and World War II: 1919–1945

SECTION B: Nuclear Age and the Cold War

2. Read ALL the instructions carefully.
3. Read all the sources thoroughly before answering questions.
4. Number the answers correctly according to the numbering system used in this question paper.
5. Note the mark allocation to help you answer the questions.
6. Write neatly and legibly.



SECTION A: EVENTS LEADING UP TO AND WORLD WAR II: 1919-1945

QUESTION 1

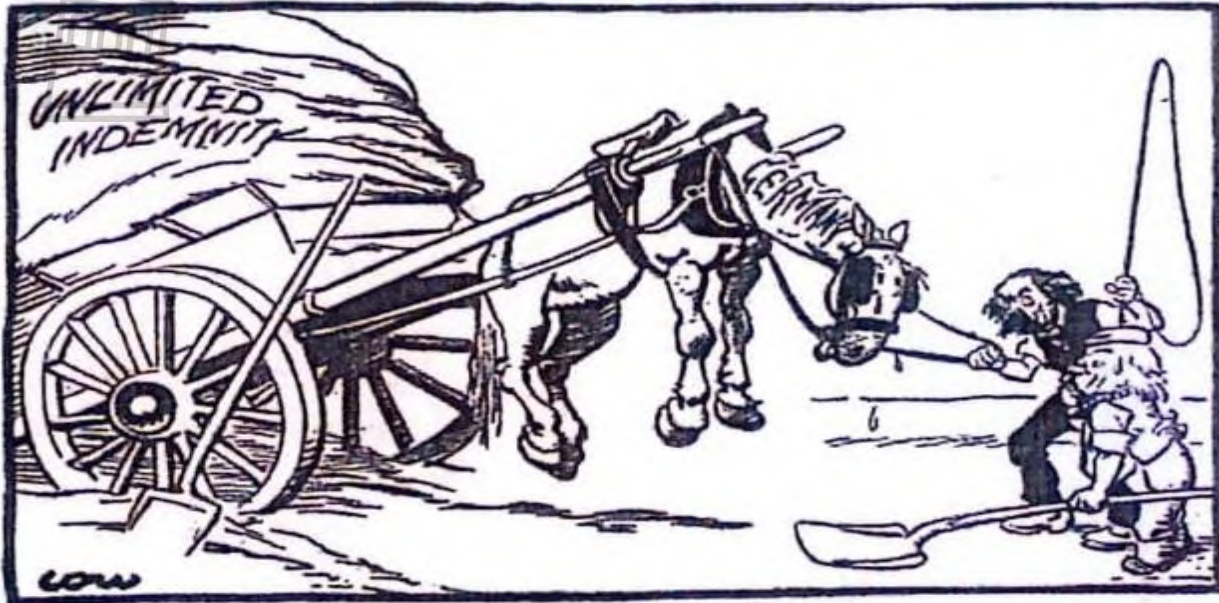
1.1 Various options are provided as possible answers to the following questions. Choose the answer and write only the letter (A–D) next to the question numbers. e.g. 1.1.1 E

- 1.1.1 After the German Kaiser (emperor) was overthrown, the newly elected democratic government was called ...
- A Nazi government.
B Weimar government.
C National Socialist.
D Coalition government. (1 x 1) (1)
- 1.1.2 The Peace Treaty of Versailles was signed in ...
- A 1919.
B 1918.
C 1939.
D 1941. (1 x 1) (1)
- 1.1.3 The Peace Treaty of Versailles marked the end of ...
- A the Cold War.
B World War II.
C World War I.
D Austro-Prussian War. (1 x 1) (1)
- 1.1.4 One of the reasons why the Germans felt angry about the Treaty of Versailles ...
- A It led to the emergence of dictatorship in Germany
B It led to the formation of the League of Nations
C It ended the war between the Allies and Axis Powers
D It forced Germany to pay reparations for war damages (1 x 1) (1)
- 1.1.5 He wrote a book about his political ideas, called Mein Kampf (My Struggle) while in prison ...
- A Lloyd George.
B Adolf Hitler.
C Kaiser Wilhelm II.
D Joseph Goebbels. (1 x 1) (1)

[5]

1.2 Study SOURCE A below and answer the following questions:

Source A A cartoon drawn in 1921 by a British cartoonist



This cartoon was drawn in 1921 by David Low, a famous British cartoonist. It shows that Germany was unable to get going again after the war because of the massive reparations ('unlimited indemnity') that Germany had to pay the Allies for war damages. The two men on the right are the leaders of France and Britain in the 1920s.

Taken from Oxford Successful Social Sciences, grade 9

- 1.2.1 Name TWO countries represented by the two men in the source. (2 x 1) (2)
- 1.2.2 Define the term "*reparations*". (1 x 2) (2)
- 1.2.3 Why was Germany forced to pay reparations to the Allies? (1 x 2) (2)
- 1.2.4 Give a reason why the horse in Source A is lifted up? (1 x 2) (2)
- 1.2.5 Use Source A, and your own knowledge to explain why Germany struggled to pay reparations. (1 x 2) (2)
- 1.2.6 Explain why the Germans called the Treaty of Versailles a 'dictated peace'. (1 x 2) (2)

[12]

1.3 Study SOURCE B and answer the following questions:

SOURCE B: AN EXTRACT ABOUT THE NUREMBERG LAWS AND PERSECUTION OF THE JEWS IN NAZI GERMANY.

The Nazis believed some races were superior. They used these theories to discriminate against those they thought were inferior. Nazis believed that Germans belonged to the Aryan race, a superior, or 'master race'. They thought others, especially Jewish people were inferior.

As soon as the Nazis came to power, they started their policy of persecution against the Jews. They encouraged people to boycott Jewish owned businesses. All Jews had to wear a yellow star on their clothes so they could be easily identified.

In 1935, the Nazis introduced the 'Nuremberg Laws'. They stated that the Jews could not be German citizens, they banned marriages between Jews and Germans.

The Jews were not the only people who were persecuted by the Nazis. They also targeted anyone who opposed their policies, for example, political opponents who spoke out against the Nazis were arrested. Thousands of Roma (gypsies) were imprisoned, as they thought that their lifestyle was a drain to the economy. Homosexuals were also sent to concentration camps. The Nazis saw them as a threat to their idea of the German nation. People with physical or mental disabilities were placed in special homes where they were treated badly.

Taken from Oxford Successful Social Sciences, grade 9

- 1.3.1 Why would it be correct to argue that under Nazi government people were not treated equally? Give TWO reasons. (2 x 2) (4)
- 1.3.2 Explain why the Nazis introduced the Nuremburg laws in 1935. (1 x 2) (2)
- 1.3.3 Who was discriminated against in Germany because the Nazis believed they:
- (a) did not contribute to creating healthy Aryan babies? (1 x 1) (1)
 - (b) did not accept the authority of the state? (1 x 1) (1)
 - (c) were an economic drain on the country? (1 x 1) (1)
 - (d) were racially inferior? (1 x 1) (1)

[10]

1.4 Study SOURCE C and answer the following questions.

SOURCE C: AN EYEWITNESS ACCOUNT ON THE GAS CHAMBERS DURING THE WORLD WAR II

Joann Kremer, a Gestapo doctor who oversaw the gassings, testified that:

'Shouting and screaming of the victims could be heard through the opening and it was clear that they fought for their lives. When they were removed, if the chamber had been very congested, as they often were, the victims were found half-squatting, some foaming at the mouth or bleeding from the ears. The gas was then pumped out, the bodies were removed, which would take up to four hours, gold fillings in the teeth were extracted with pliers by dentist prisoners, and women's hair was cut. The floor of the gas chamber was cleaned, and the walls whitewashed'.

Taken from Spot on Social Sciences, grade 9

1.4.1 PARAGRAPH WRITING

Use the Sources and your own knowledge to discuss in a paragraph of 6 – 8 lines, how the Nuremburg laws resulted in the abuse of human rights of the Jews.

(1 x 8) (8)

TOTAL SECTION A

**[08]
35**

SECTION B: NUCLEAR AGE AND THE COLD WAR

QUESTION 2

2.1 Study SOURCES D and E, and answer the following questions:

SOURCES D and E: Revelations of the attitudes of the ‘Big Three’ leaders after their meeting at Potsdam in July 1945.

SOURCE D	SOURCE E
Although Churchill thought that it was vital to co-operate with the Russians in order to defeat Hitler, he did not completely trust Stalin. Near the end of the war he suggested to the Americans that it was important to reach the city of Berlin before the Russians.	Roosevelt’s vice president, Harry S Truman did not trust the Russians and disliked Stalin on a personal level. After having met Stalin, he wrote: The personal meeting with Stalin enabled me to see what the West had to face in the future. Force is the only thing that the Russians understand. Stalin showed what he was after... the Russians were planning world conquest.

Taken from Spot on Social Sciences, grade 9

- 2.1.1 Quote evidence from Source D which shows that Churchill did not trust Stalin. (1 x 1) (1)
- 2.1.2 Name the ‘Big Three’ leaders highlighted in the caption of Sources D and E. (3 x 1) (3)
- 2.1.3 What was the reason behind the break-up of friendship between Truman and Stalin? (1 x 2) (2)
- 2.1.4 Use your own knowledge and words to show the difference between Capitalism and Communism. (2 x 2) (4)
- [10]**

2.2 Study SOURCE F and answer the following questions:

SOURCE F: THE "COLD WAR"

The tension between the two superpowers became known as the Cold War, which lasted from 1945 to 1989. The Cold War never broke out into actual conflict. However, the superpowers became involved separately in conflicts around the world, such as the Vietnam war. The "weapons" of the Cold War were propaganda, spying, economic influence and trying to gain the most power and status. The Cold War was fought in Asia, Africa, Europe and even in space. With the discovery of nuclear weapons, both superpowers realized that they could not have a "hot" war, as they could actually blow up the whole world.

Taken from Spot on Social Sciences, grade 9

- | | | | |
|-------|---|---------|-----|
| 2.2.1 | Name the TWO superpowers which were leading the 'Cold War'. | (2 x 1) | (2) |
| 2.2.2 | Mention ONE continent where the 'Cold War' was fought. | (1 x 1) | (1) |
| 2.2.3 | Define the following concepts: | | |
| | (a) Cold War | (1 x 2) | (2) |
| | (b) Superpowers | (1 x 2) | (2) |
| 2.2.4 | In which year did the Cold War end? | (1 x 1) | (1) |
| 2.2.5 | What stopped the superpowers from actually fighting each other during the Cold War? | (1 x 2) | (2) |

[10]

2.3 **ESSAY QUESTION**

- 2.3.1 With the discovery of nuclear weapons, both superpowers realised that they could not have a hot war as they could actually blow up the whole world".

Using SOURCE F and own knowledge, discuss how the superpowers were involved in the Cold War with reference to the division of Germany in 1946 and the construction of Berlin wall.

(20)

TOTAL SECTION B:
GRAND TOTAL:

[20]
40
75



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SOCIAL SCIENCES (HISTORY) MARKING GUIDELINES JUNE 2024

MARKS: 75

TIME: 2 hours



These marking guidelines consist of 8 pages.

INSTRUCTIONS TO MARKERS

1. All questions must be marked.
2. Do not rely entirely on the marking guidelines, apply own discretion where necessary.
3. Use ticks to indicate marks per question.
4. Learners should not be penalized for LANGUAGE incompetency.
5. Always consider ANY OTHER RELEVANT response.
6. Positive marking should always be considered
7. Strictly use rubrics to allocate marks for paragraph and essay questions.

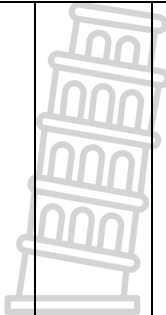


SECTION A: EVENTS LEADING UP TO AND WWII :1919–1945				
QUESTION 1				
1.1	1.1.1	B✓ (Weimar government).	(1 x 1)	(1)
	1.1.2	A✓ (1919).	(1 x 1)	(1)
	1.1.3	C✓ (World War I).	(1 x 1)	(1)
	1.1.4	D✓ (It forced Germany to pay reparations for war damages).	(1 x 1)	(1)
	1.1.5	B✓ (Adolf Hitler)	(1 x 1)	(1)
				[5]
1.2	1.2.1	France✓ and Britain✓	(2 x 1)	(2)
	1.2.2	- Reparations-Is what the defeated country (countries) have to pay back in money and goods to the winners of the war. ✓✓ - Indemnity to be paid/making up for something wrong that happened in the past. (Any relevant answer)	(1 x 2)	(2)
	1.2.3	Germany was seen as an aggressor who started World War I. ✓✓ (Any relevant answer)	(1 x 2)	(2)
	1.2.4	The horse represents Germany which was unable to pay the heavy war reparations that were imposed on her. ✓✓ (Any relevant answer)	(1 x 2)	(2)
	1.2.5	- The economy of Germany was affected negatively by the harsh terms of the Treaty of Versailles. ✓✓ - Germany lost some of her rich territories/land to the Allies - Participation in the war was costly to Germany and this negatively affected her economy (Any relevant answer)	(1 x 2)	(2)
	1.2.6	- They believed that Germany was forced to sign this treaty ✓✓ - They believed that it was forced on Germany that is why they regarded the politicians who signed it on behalf of Germany as traitors. (Any relevant answer)	(1 x 2)	(2)
				[12]

1.3	1.3.1	- Nazi government classified people e.g., the Nazis believed that Germans belonged to the Aryan race, a superior, or 'master race', while other people especially Jewish people were inferior. ✓✓ - People were discriminated against ✓✓ - The Jews were forced to wear a yellow star on their clothes. - Marriages between Jews and Germans were banned. (Any relevant answer)	(2 x 2)	(4)
	1.3.2	- To legalise discrimination ✓✓ - They targeted the Jews, aimed at excluding them from various aspects of public life and legalising the persecution they were already facing. - Racial Purity and Aryan Supremacy (Any relevant answer)	(1 x 2)	(2)
	1.3.3	(a) People with physical or mental disabilities ✓	(1 x 1)	(1)
		(b) Political opponents ✓	(1 x 1)	(1)
		(c) Roma (gypsies) ✓	(1 x 1)	(1)
		(d) Jewish people ✓	(1 x 1)	(1)
				[10]
1.4	1.4.1	PARAGRAPH QUESTION The following points must be included in the paragraph - The Nuremburg laws that were introduced in 1935 mainly targeted and discriminated against the Jews. - The laws were a result of Anti- Semitism (hatred of Jews) - Jews could not be German citizens, they were regarded as inferior - They had to wear a yellow star on their clothes for identification - Marriages between Jews and Germans were banned - Jewish businesses were closed down - Jews were forbidden from working as professionals like doctors, teachers, lawyers, nurses etc - Jews were not permitted to use public facilities such as cinemas and trains - Jews lost all their human rights and the Nazis planned to eliminate them. - Final Solution was a systematic plan by the Nazis to kill all the Jews in Germany. - Millions were killed in concentration camps and gas chambers in what became known as the Holocaust. (Any other relevant answer)		

		The following rubric must be used to assess paragraph writing. Indicate the level and the mark awarded at the bottom of the learner's answer e.g. ✓✓✓✓ L2 = 4		
LEVEL 1		Little or no understanding of the topic Cannot use own knowledge to report on the topic Paragraph not structured.	0-2	
LEVEL 2		Shows some understanding of the topic Uses own knowledge in a very basic manner to report on the topic. Attempts to structure the paragraph.	3-5	
LEVEL 3		Demonstrate a thorough understanding of the topic Uses own knowledge fully to report on the topic Structured and organised paragraph.	6-8	
				[8]
		TOTAL SECTION A:		35
SECTION B: NUCLEAR AGE AND THE COLD WAR				
QUESTION 2				
	2.1.1	"He did not completely trust Stalin" ✓	(1 x 1)	(1)
	2.1.2	Churchill✓ or Clement Attlee (Prime Minister, Britain). Truman✓ (President, USA). Stalin✓ (Premier, Soviet Union).	(3 x 1)	(3)
	2.13	The personal meeting which Truman had with Stalin made him to dislike him ✓✓ The two leaders did not trust each other due to their different ideologies and beliefs.	(1 x 2)	(2)
	2.1.4	CAPITALISM - There is free trading. ✓✓ - Make as much money as possible, there is private ownership of property. - Democracy – different any political parties, freedom of speech, protest, movement and religion. COMMUNISM - The state controls everything. ✓✓ - Everyone is paid equality. - State owns everything. - Dictatorship, - only the communist party. - No freedoms. (Any relevant answer)	(2 x 2)	(4)
				[10]
2.2	2.2.1	USSR or Russia✓	(2 x 1)	(2)

		USA✓		
	2.2.2	Asia✓, Africa, Europe (Any one of these continents)	(1 x 1)	(1)
	2.2.3	(a) Cold War—the ideological war between Communist Russia and Capitalist USA. ✓✓ (Any relevant answer)	(1 x 2)	(2)
		(b) Superpowers—the most powerful countries after World War II. ✓✓ (Any relevant answer)	(1 x 2)	(2)
	2.2.4	1989 ✓	(1 x 1)	(1)
	2.2.5	The discovery of nuclear weapons. ✓✓ Both superpowers avoided a physical battle/ not willing to get involved in another physical war which could destroy the world. (Any relevant answer)	(1 x 2)	(2)
				[10]
	2.3.1	ESSAY QUESTION In responding to this question, learners must discuss the reasons why the two superpowers avoided a physical battle, with reference to the 1946 division of Germany AND THE BERLIN WALL OF 1961. MAIN POINTS: • In 1946 Germany was divided into East and West Germany. • East Germany was controlled by the USSR and became a communist state • West Germany was controlled by the Western countries (USA, Britain, France) and became a capitalist state. • The capital city of Germany Berlin was situated within the Soviet controlled East Germany and was similarly divided. • Berlin became the focal point of the Cold war • Better standard of living and freedom in West Berlin • Poor standard of living and oppression in East Berlin • Millions of East Germans fled to West Berlin in search of better living conditions and freedom. • East Germany was losing skilled people who preferred to work in West Berlin • In 1961 the East German government retaliated by constructing a high wall running between East and West Berlin		

	• The wall was heavily guarded by East German soldiers, it had machine gun posts and barbed wire. • Those attempting to cross the wall were shot and killed. • For many years the movement between the two cities was prohibited • The Western countries did not have free access to West Berlin but avoided a physical conflict. (Any other relevant points)								
Use the rubric on page 8 to allocate marks. Award the level for Content first and then Presentation. Show both levels and the mark allocated. E.g. <table border="1"><tr><td>C</td><td>L7</td><td>16</td></tr><tr><td>P</td><td>L6</td><td></td></tr></table>		C	L7	16	P	L6			
C	L7	16							
P	L6								



PRESENTATION CONTENT	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
	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 structured
LEVEL 7 The question has been fully answered. Content selection fully relevant to line of argument.	18 – 20 marks	16 – 17 marks					
LEVEL 6 The question has been answered. The content selection is relevant to a line of argument.	16 – 17 marks	15 marks	14 marks				
LEVEL 5 The question has been answered to a great extent. The content is adequately covered and is relevant		14 marks	13 marks	12 marks			
LEVEL 4 The question is recognisable in the answer. Some omissions/ irrelevant content selection.			12 marks	11 marks	10 marks		
LEVEL 3 The content selection does not always relate. Omissions in coverage.				10 marks	9 marks	8 marks	
LEVEL 2 The content is sparse. The question is inadequately addressed.					8 marks	7 marks	6 marks
LEVEL 1 The content is sparse, the question is inadequately addressed						6 marks	0 – 5 marks

			[20]
		TOTAL SECTION B:	40
		GRAND TOTAL:	75