



LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

CAPRICORN SOUTH DISTRICT

GRADE 9

SOCIAL SCIENCES - HISTORY
MARCH 2024

QUESTION PAPER

MARKS: 50

TIME : 1h30

This question paper consists of 7 pages including the cover page

INSTRUCTIONS AND INFORMATION

1. Write neatly and legibly.
2. Study sources before attempting to answer questions.

QUESTION 1: HOW DID DEUTSCHLAND CAUSE THE SECOND WORLD WAR?

1.1. Study the following source and answer questions that follow.

SOURCE 1.1.

The following source summarizes the events and agreements reached by the Paris Conference on Germany. Treaty of Versailles,

The Paris Peace Conference

The treaty was drafted in the spring of 1919 during the Paris Peace Conference.. The conference was dominated by the national leaders known as the “Big Four”—David Lloyd George, the prime minister of the United Kingdom; Georges Clemenceau, the prime minister of France; Woodrow Wilson, the president of the United States; and Vittorio Orlando, the prime minister of Italy. The first three in particular made the important decisions. None of the defeated nations had any say in shaping the treaty, and even the associated Allied powers played only a minor role. The German delegates were presented with a *fait accompli* (irreversible decision) the assurances made when the armistice was negotiated and the actual treaty. Accepting the “war guilt” clause and the reparation terms was especially odious to them.

In the east, Poland was resurrected, given most of formerly German West Prussia and Poznań (Posen), given a “corridor” to the Baltic Sea (which separated East Prussia from the rest of Germany), and given part of Upper Silesia after a plebiscite. Gdańsk (Danzig) was declared a free city. All Germany’s overseas colonies in China, in the Pacific, and in Africa were taken over by Britain, France, Japan, and other Allied nations (see mandate).

The war guilt clause of the treaty deemed Germany the aggressor in the war and consequently made Germany responsible for making reparations to the Allied nations in payment for the losses and damage they had sustained in the war. The Big Four, especially Clemenceau, wanted to make sure that Germany would never again pose a military threat to the rest of Europe, and the treaty contained a number of stipulations to guarantee this aim. The German army was restricted to 100,000 men; the general staff was eliminated; the manufacture of armoured cars, tanks, submarines, airplanes,

and poison gas was forbidden; and only a small number of specified factories could make weapons or munitions.

Britannica. (2024). Treaty of Versailles 1919. [Online]. Available at: <https://www.britannica.com/event/Treaty-of-Versailles-1919>. (Accessed 25 Feb. 2024)

- 1.1.1. Who, according to the source were the Big 4 who dominated the Paris Conference? (4x1) (4)
- 1.1.2. What could have been the reason why defeated nations were not afforded the right to have a say? (2)
- 1.1.3. How did the Treaty benefit Poland at the expense of Germany? (2)
- 1.1.4. Comment on the meaning of the phrase “the Treaty deemed Germany the aggressor.” (2)
- 1.1.5. What according to the source did the Treaty do to ensure that Germany never again pose a military threat? (3x1) (3)
- (13)**

1.2. Study the following source and answer questions that follow.

SOURCE 1.2.

The following source seeks to summarize reasons why the US Great Depression led to the rise of the Nazi Party in German politics.

In October 1929 the Wall Street Crash on the US stock exchange brought about a global economic depression. In Europe, Germany was worst affected because American banks called in all of their foreign loans at very short notice. These loans, agreed under the Dawes Plan in 1924, had been the basis for *Weimar's* economic recovery from the disaster of hyperinflation. The loans funded German industry and helped to pay reparations. Without these loans German industry collapsed and a depression began:

The most obvious consequence of this collapse was a huge rise in unemployment. Over the winter of 1929-30 the number of unemployed rose from 1.4 million to over 2 million. By the time Hitler became Chancellor in January 1933 one in three Germans were unemployed, with the figure hitting 6.1 million. Industrial production had also more than halved over the same period. The rise in unemployment significantly raised government expenditure on unemployment insurance and other benefits. Germans began to lose faith in democracy and looked to extreme parties on the both the Left (the communists) and the Right (the Nazis) for quick and simple solutions. In March 1930 the German Chancellor, Hermann Müller, resigned when his government could not agree on how to

tackle the rise in government spending caused by the rise in unemployment. He was replaced by Heinrich Brüning. His policies were ineffective in dealing with the unemployment crisis and further undermined Germans' faith in democracy:

In July 1930 Chancellor Brüning cut government expenditure, wages and unemployment pay. This added to the spiral of decline and unemployment continued to rise, as well as making those who had lost their jobs even poorer. However, Brüning could not get the Reichstag to agree to his actions, so President Hindenburg used Article 48 of the Weimar constitution, which gave the President the power to pass laws by decree, to govern. This undermined democracy and weakened the power of the Reichstag – arguably opening the way for Hitler's later dictatorship. When people are unemployed, hungry and desperate, as millions were in Germany between 1930 and 1933, they often turn to extreme political parties offering simple solutions to their problems.

<https://www.bbc.co.uk/bitesize/guides/zpvhk7h/revision/1>

- 1.2.1. What according to the source caused the global economic depression? (1)
 - 1.2.2. Why were American loans important for Germany? (2)
 - 1.2.3. When did Adolf Hitler become German chancellor (1)
 - 1.2.4. Why did Germans lose faith in democracy? (2)
 - 1.2.5. How did Chancellor Brüning do to make living conditions of Germans worse?(2)
- (8)**

QUESTION 2 – THE POWER OF PROPAGANDA DURING THE HITLER'S ERA IN GERMANY

Study the source below and answer the questions that follow.

SOURCE 2.1

The source below is an example of propaganda that was used by Hitler against Jewish people (anti-Semitism) which led to the Holocaust.

The Jew monstrosity incarnate. His blood is a mixture of many parts. In the veins of the Jewish people runs the blood of Nordic German humans, of Mongols and niggers. Hence the appearance of the Jew. He bears the distinctive marks of every race. Equal mixture characterises his soul: it is disjoined, inharmonious, debased. As the blood- so the soul! The soul of the Jew is the sum of the bad qualities of other races

Adapted from Google

(Der Stürmer, August 1932)

- 2.1. What is propaganda? (1)
 - 2.2. What do Hitler's words as quoted, reveal about how propaganda works? (2)
 - 2.3. Explain how Hitler used propaganda to gain support for the Nazi Party in Germany? (2)
 - 2.4. What were the methods used by Adolf Hitler to gain the support of the Germans to construct an Aryan racial ideology and to win the 1933 general election? (2)
- (7)**

Question 3: The Nuremberg Laws

Study the source and answer the questions

SOURCE 3.1.

The Nuremberg Laws were made in 1935, and were added in the years that followed. These laws took away the basic rights of Jews.

Jews were:

Dismissed from the civil services, they were dismissed from jobs as professors, lecturers, teachers, doctors, dentists, nurses and lawyers. Jews were expelled from schools and universities and stripped of all citizenship rights, prohibited from marrying non-Jews. They were also forced to sit on separate park benches and not permitted to use public facilities, travel on trains, or attend theatres or cinemas.

Adopted from Dr Achim Gercke, Die Losung der judenfrage. Nationalsozialistische Monatshefte, Heft 38 (May 1933), pp 195-197.

- 3.1. In which year were the Nuremberg laws made? (1)
 - 3.2. Mention ONE (1) law Adolf Hitler put in place to try to create a more "pure" population? (1)
 - 3.3. Why were the German Jews discriminated against during the Nazi party government in Germany? (2)
 - 3.4. List ONLY TWO (2) groups of people or undesirable people who were discriminated against in Nazi Germany. (2)
 - 3.5. Give ONE (1) human right which was violated and abused by the Nazi Germany in the process of creating a totalitarian/fascist state in Germany? (1)
 - 3.6. Explain how the Nuremberg laws affected the Jewish people in Germany during Hitler's government? (2)
- (9)**

Question 4

Study the source on Final Solution and answer the questions

SOURCE 4.1

The doors of the packed cattle truck slit open and fourteen (14) year old Lilly Ebert realized she was at Auschwitz. She was with her mother, brother and three sisters. They were ordered to go in different directions, and she never saw them again.

“Our hair was cut and our belongings taken away. They left us with only our shoes. We saw fire in the chimneys and a terrible smell. We asked people who were already there. They told us it was not a factory. They said it was our parents, brothers and sisters who were being burnt.”

Quoted from : R Lydall, “Auschwitz survivor, 79, tell her story for Holocaust Memorial Day”, London Evening Standard, 26 January 2010, <http://www.standard.co.uk/news/auschwitz-survivor-79-tell-her-story-for-holocaust-memorial-day-6740038>.

Stanmorephysics.com

Html(Consulted 12 October 2012)

Adapted from Viva SS Grade 9 page 52

- 4.1. What kind of source is Lilly Ebert's story? (1)
- 4.2. Why do you think that the Nazis called the extermination of the Jews the 'Final Solution' and not the 'Holocaust'? (2)
- 4.3. What evidence about the Holocaust would a Historian expect to find at Auschwitz? (2)
- (5)

QUESTION 5 - PARAGRAPH QUESTION

- 2.1. Write a paragraph of about 8 lines explaining how Nazi Germany was persecuting non-Aryan. (8)

TOTAL MARKS - 50