



ORAL HISTORY/RESEARCH ASSIGNMENT TOPICS FOR GRADE 11

Stanmorephysics.com

1. TOPIC -IDEAS OF RACE IN THE LATE 19th and 20th CENTURIES

• BACKGROUND

When Hitler came into power he wanted to establish a pure race-a master race that would be regarded as superior in every respect. His beliefs were based on his interpretation of eugenics and used to discriminate against all races, groups of people and individuals, he considered a threat to master race and to justify his extermination policies. Laws and racial policies were put in place to legalise this discrimination, which eventually led to the Holocaust during which around six million Jews were murdered.

RESEARCH TOPIC

NAZI GERMANY AND THE HOLOCAUST

KEY QUESTION

To what extent can the treatment of Jews in Nazi Germany be regarded as gross violation of human rights? Use historical evidence to support your line of argument.

AIMS

1. Investigate to what extent the treatment of Jews in Nazi Germany can be regarded as gross violation of human rights.
2. To investigate why the Jews were targeted by the Nazis.
3. To investigate the laws passed by the Nazis that discriminated against the Jews.
4. To investigate how the Jews were ill-treated until they were murdered in millions during the Holocaust.
5. Investigate the impact of these practises on the Jews.

INTRODUCTION

- Focus on the question
- Formulate a line of argument-take a stance
- Use key words from the topic as a guide to formulate the line of argument.

BODY OF EVIDENCE/ESSAY

- Pseudo-scientific Theories-Eugenics
- Hitler's rise to power

Downloaded from Stanmorephysics.com

- Nazi racial ideology
- Nazi views on Jews
- Anti-Semitism in Germany—1930s to 1945
- Impact on the lives of the Jews
- Nuremberg Trials
- Any other relevant response.

CONCLUSION

- Sum up the argument.

REFLECTION

- What have you learnt whilst doing the research?

BIBLIOGRAPHY/LIST OF REFERENCES

100 MARKS

1. TOPIC-NATIONALISMS-SOUTH AFRICA

BACKGROUND

Afrikaner nationalism grew out of confrontation with the British. Their arrival in South Africa challenged the Afrikaner language and culture and threatened their security. Events that occurred during the first decades of the 20th century profoundly influenced the nature of Afrikaner nationalism.

Many Afrikaners believed that the only way to protect their culture was through an exclusive Afrikaner nationalism, within a republic, free from British rule.

RESEARCH TOPIC

THE RISE OF AFRIKANER NATIONALISM.

KEY QUESTION

The rise of Afrikaner nationalism led to racial divisions and ultimately to the creation of an Apartheid state in South Africa.

Do you agree with the statement? Use historic evidence to support your line of argument.

AIMS

- To investigate the relationship between the rise of Afrikaner nationalism and the creation of an Apartheid state.
- To investigate the rise of the Afrikaner nationalism
- To investigate how the idea of the Volk strengthened Afrikaner nationalism.
- To investigate the creation of the Apartheid state.

Downloaded from Stanmorephysics.com

INTRODUCTION

- Focus on the question
- Formulate a line of argument-take a stance
- Use key words from the topic as a guide to formulate the line of argument

BODY

- Rise of the Afrikaner nationalism
- Rise of the Afrikaans language
- Afrikaner social and cultural movements
- Economic affirmative action
- Concept of the Volk
- Nationalism in power -Apartheid
- Any other relevant response.

- **CONCLUSION**

- Sum up the arguments

- **REFLECTION**

- What have you learnt whilst doing the research?

- **REFERENCES/BIBLIOGRAPHY**

100 Marks

3.TOPIC: APARTHEID SOUTH AFRICA 1940s-1960s

BACKGROUND

Internal resistance to apartheid in South Africa originated from several independent sectors of South African society and took forms ranging from social movements and passive resistance to guerrilla warfare. Mass action against the ruling National Party (NP) government, coupled with South Africa's growing international isolation and economic sanctions, were instrumental in leading to negotiations to end apartheid, which began formally in 1990 and ended with South Africa's first multiracial elections under a universal franchise in 1994.

RESEARCH TOPIC

OVERCOMING APARTHEID.

Downloaded from Stanmorephysics.com

KEY QUESTION.

The role played by South African women in the resistance to Apartheid in South Africa had a huge impact in dismantling Apartheid.

Critically discuss the above statement using historical evidence to support your line of argument.

AIMS

- To investigate the impact of the role played by women in the struggle against Apartheid.
- To highlight challenges faced by women in the Apartheid years.
- To highlight contribution of selected individual women in the struggle.
- To investigate the different forms of resistance used by women
- To investigate the organisations through which the women fought Apartheid.

INTRODUCTION

- Focus on the question
- Formulate a line of argument-take a stance
- Use key words from the topic as a guide to formulate to structure the line of argument

BODY

- Hardships faced by women during Apartheid
- Involvement of women in the struggle against Apartheid.
- Women activism in different organisations.
- Major resistance events in which women participated
- Sample of women who are recognised for their contribution in history/Sample of unsung heroines. (1 or 2 women}
- Benefits from women's struggles
- Any other relevant response.

CONCLUSION

- Sum up the arguments

REFLECTION

- What did you learn whilst doing the Research?

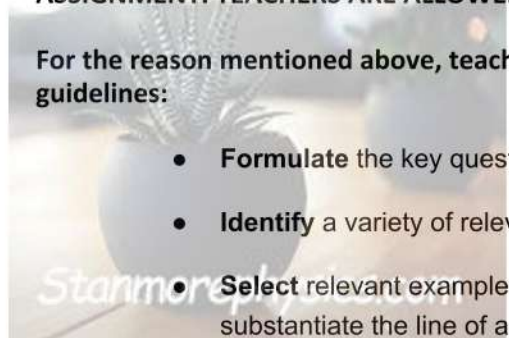
REFERENCES/BIBLIOGRAPHY

Downloaded from Stanmorephysics.com

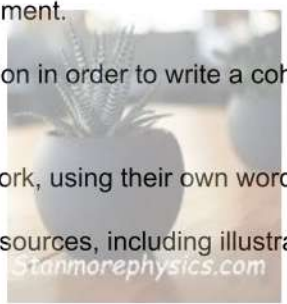


PLEASE NOTE THAT GRADE 11 CAN EITHER DO AN ORAL HISTORY RESEARCH OR A RESEARCH ASSIGNMENT. TEACHERS ARE ALLOWED TO USE THE SAME TOPICS FOR BOTH RESEARCH TYPES.

For the reason mentioned above, teachers and learners have to adhere to the following guidelines:




- **Formulate** the key question
- **Identify** a variety of relevant source material to help answer the key question.
- **Select** relevant examples from the source material from which can be used to substantiate the line of argument.
- **Organise** relevant information in order to write a coherent and logical answer to the key question.
- **Write** an original piece of work, using their own words.
- Correctly **contextualise** all sources, including illustrations and maps, which have been included.
- **Reflect** upon the process of research and consider what has been learnt.
- **In text-referencing** is very crucial when doing research so as to avoid **plagiarism**. Any material that has been used has to be acknowledged.
- Include all **references (bibliography)** of all the resources which have been consulted in the course of researching and writing the assignments. No reference should appear in the bibliography if it was not consulted during the researching and the writing stages
- When typing your final document use Arial 12 and 1,5 spacing.
-



Downloaded from Stanmorephysics.com

Before you submit your oral research project check if you have complied with the following requirements:

- 
- Cover Page
 - Learner details
 - Research Topic
 - Key Question
 - Date
 - Table of Contents
 - Abstract
 - Activity Plan/ Monitoring Log/Project Plan
 - Introduction
 - Background
 - Literature Review
 - Objectives
 - Methodology
 - Essay Writing
 - Reflections
 - References
 - Annexures
- Questionnaires
- Transcripts
- Pictures with captions
- Letters: release letter, consent letter





GUIDELINES ON HOW TO WRITE A BIBLIOGRAPHY

A research should include the list of sources to which reference has been made in the report. The purpose of the list is to enable the reader to consult these sources. Only sources that have been consulted and have been referred to directly in the report should appear on the list. These must be arranged alphabetically according to the author's surname.

• FOR A BOOK

- Author (last name and Initials). Year of Publication. Title of the book, Publishers and Place of publication Example
- Welman C et al (2005). Research Methodology, Third Edition. Oxford University Publishers : Cape Town.

(If there is more than one author, there is no need to write all of them but instead write the first author and write "et al".

• FOR INTERNET SOURCE

- Website, Title of the article, Access Date
- Example: www.sahistory.org.za. Xenophobic violence in South Africa. Accessed 16 January 2019.

- **FOR A PERSON**

Downloaded from Stanmorephysics.com

Example: Mrs Mpahlwa L. ANC Veteran. 25 July 2018





CRITERIA	LEVEL DESCRIPTORS			
	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Criterion 1 Planning (5)	Shows thorough/ excellent understanding of planning (clear research schedule provided)	Shows adequate understanding of Planning	Shows Some evidence of planning	Shows little or no evidence of planning
MARKS	5	3-4	2	0-1
Criterion 2 Identify and access a variety of sources and information (5)	Shows thorough/ excellent understanding of identifying and accessing sources of information	Shows adequate understanding of identifying and accessing sources of information	Shows some understanding of identifying and accessing sources of information	Shows little or no understanding of identifying and accessing sources of information
MARKS	5	3-4	2	0-1
Criterion 3 Knowledge and understanding of the period (5)	Shows thorough/ excellent knowledge and understanding of the period	Shows adequate knowledge and understanding of the Period	Shows Some knowledge and understanding of the period	Shows little or no knowledge and understanding of the period
MARKS	8-10	5-7	3-4	0-2
Criterion 4 Historical enquiry, interpretation & communication (ESSAY) (20)	Shows thorough/ excellent understanding of how to write a coherent argument from the evidence collected	Shows adequate understanding of how to write a coherent argument from the evidence collected	Shows some understanding of how to write a coherent argument from the evidence collected	Shows little or no understanding of how to write a coherent argument from the evidence collected
MARKS	15-20	9-14	5-9	0-4
Criterion 5 Presentation (05)	Shows thorough/ excellent evidence on how to present researched information in a structured manner (e.g. Cover page, table of contents, research topic etc.)	Shows adequate evidence on how to present researched information in a structured manner (e.g. Cover page, table of contents, research topic	Shows some evidence on how to present researched information in a structured manner (e.g. Cover page, table of contents, research topic etc.)	Shows little or no evidence on how to present researched information in a structured manner (e.g. Cover page, table of contents, research topic

		etc.)		etc.)
MARKS	5	3-4	2	0-1
 <p>Criterion 6 Evaluation and reflection (5)</p>	Shows thorough/ excellent understanding of evaluating and reflecting on the research assignment process (e.g. what has a candidate learnt from undertaking research)	Shows adequate understanding of evaluating and reflecting on the research assignment process (e.g. what has a candidate learnt from undertaking research)	Shows some evidence of evaluating and reflecting on the research assignment process (e.g. what has a candidate learnt from undertaking research)	Little or no evidence of evaluating and reflecting on the research assignment process (e.g. what has a candidate learnt from undertaking research)
MARKS	5	3-4	2	0-1
<p>Criterion 7 Acknowledgement of Sources (5)</p>	Shows thorough/ excellent understanding of acknowledging sources (e.g. footnotes, references, plagiarism)	Shows adequate understanding of acknowledging sources (e.g. footnotes, references, plagiarism)	Shows Some evidence of acknowledging sources (e.g. footnotes, references, plagiarism)	Little or no evidence of acknowledging sources (e.g. footnotes, references, plagiarism)
MARKS	5	3-4	2	0-1

GRADE 11 RUBRIC TO ASSESS A RESEARCH ASSIGNMENT – TOTAL MARKS 50

