



**KWAZULU-NATAL PROVINCE**

**EDUCATION**  
REPUBLIC OF SOUTH AFRICA

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 11**

**HISTORY**  
**COMMON TEST**  
**JUNE 2025**

**MARKS: 100**

**TIME: 2 hours**

**This question paper consists of 7 pages and  
an addendum of 10 pages.**

## INSTRUCTIONS AND INFORMATION

1. This question paper consists of SECTION A and SECTION B based on the prescribed content framework as contained in the CAPS document.

### SECTION A: SOURCE - BASED QUESTIONS

QUESTION 1: IDEAS OF RACE IN THE 19<sup>TH</sup> AND 20<sup>TH</sup> CENTURIES:  
CASE STUDY NAZI GERMANY AND THE HOLOCAUST

QUESTION 2: NATIONALISMS IN SOUTH AFRICA – AFRICAN  
NATIONALISM

### SECTION B: ESSAY QUESTIONS

QUESTION 3: IDEAS OF RACE IN THE 19<sup>TH</sup> AND 20<sup>TH</sup> CENTURIES:  
CASE STUDY NAZI GERMANY AND THE HOLOCAUST

QUESTION 4: NATIONALISMS IN SOUTH AFRICA – AFRIKANER  
NATIONALISM

2. SECTION A consists of TWO source-based questions. Source material that is required to answer these questions is provided in the ADDENDUM.
3. SECTION B consists of TWO essay questions.
4. Answer TWO questions as follows:
  - 4.1 ONE must be a source-based question and ONE must be an essay question.
5. You are advised to spend at least ONE hour per question.
6. When answering 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 ONE question in this section.

Source material that is required to answer these questions can be found in the ADDENDUM.

**QUESTION 1: HOW DID THE PSEUDO-SCIENTIFIC RACE THEORIES INFLUENCE THE NAZI RACIAL POLICIES IN THE 1930s AND 1940s?**

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

- 1.1 Refer to Source 1A.
- 1.1.1 Quote THREE groups of people, from the source, that were targeted by the Nazi racial policies. (3 x 1) (3)
- 1.1.2 Define the concept *Aryan* in your own words. (1 x 2) (2)
- 1.1.3 How, according to the source, did the authorities verify people who were targeted for experiments? (1 x 2) (2)
- 1.1.4 Using information in the source and your own knowledge, explain why the Germans were so much concerned about the non-Aryan issue. (2 x 2) (4)
- 1.1.5 Why, do you think, a Race and Settlement Office had 'to determine the suitability of the potential spouses for members of the SS'... in the context of NAZI racial policies? (2 x 2) (4)
- 1.2 Consider Source 1B.
- 1.2.1 Define the term *dictatorship* in the context of NAZI Germany. (1 x 2) (2)
- 1.2.2 How, according to the source, did the Nazi party fulfil its long-held dream regarding the eugenics? (1 x 2) (2)
- 1.2.3 Quote the legislation from the source that permitted sterilization and other segregationist practices in Germany in the 1930s. (1 x 2) (2)
- 1.2.4 Using the source and your own knowledge, explain how the Nazis abused people's rights regarding the sterilization process. (2 x 2) (4)

1.3 Refer to Source 1C.

1.3.1 Quote from the source the literal meaning of euthanasia. (1 x 1) (1)

1.3.2 What, according to the source, were the aims of the euthanasia program in Nazi Germany? (2 x 1) (2)

1.3.3 Using the information in the source and your own knowledge, Explain why euthanasia was not a "good death" in Nazi Germany. (2 x 2) (4)

1.3.4 Explain why the health authorities encouraged the parents of children with disabilities to admit their young children to one of several specially designated paediatric clinics. (1 x 2) (2)

1.3.5 Why do you think the Nazis did not reveal the purpose of the private clinics to the parents of the children who were admitted? (1 x 2) (2)

1.4 Consider Source 1D.

1.4.1 Using the source and your own knowledge, explain why was Helene killed? (2 x 2) (4)

1.4.2 Explain the reliability of this source to a historian researching the impact of pseudo-scientific racism in Germany. (1 x 2) (2)

1.5 Compare Source 1C and Source 1D. Explain how the information in Source 1C supports the evidence in Source 1D, regarding the euthanasia program in Germany. (1 x 2) (2)

1.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining how the pseudoscientific race theories influenced the Nazi racial policies in the 1930s and 1940s.

(6)  
**[50]**

**QUESTION 2: HOW DID DIFFERENT ORGANISATIONS IN SOUTH AFRICA CONTRIBUTE TO THE GROWTH OF AFRICAN NATIONALISM FROM 1902 TO THE 1930s?**

Study Sources 2A, 2B, 2C and 2D and answer the questions that follow.

2.1 Refer to Source 2A.

2.1.1 Who, according to the source, founded the APO?

(1 x 2) (2)

2.1.2 Define the term *segregation* in your own words.

(1 x 2) (2)

2.1.3 What, according to the source were the aims of the African People's Organization (APO)?

(2 x 1) (2)

2.1.4 Comment on why the APO joined the South African Native National Congress (SANNC) delegation to Britain in 1909.

(2 x 2) (4)

2.2 Study Source 2B.

2.2.1 Name any TWO founder members of the SANNC in the source.

(2 x 1) (2)

2.2.2 State the main provision of the Natives Land Act from the source.

(1 x 2) (2)

2.2.3 Comment on what is implied by the statement, '...observing the distress of people having to leave their former homes, along with their animals and meagre possessions' in the context of the impact of the Natives Land Act of 1913.

(2 x 2) (4)

2.2.4 Why, do you think, it was significant for the ANC to become a mass organisation in the 1940s?

(1 x 2) (2)

2.2.5 Explain the usefulness of this source to a historian researching the Natives Land Act of 1913.

(1 x 2) (2)

2.3 Look at Sources 2A and 2B. Determine how the information in Source 2A supports the evidence in Source 2B regarding the formation of APO and SANNC in the struggle against racism in South Africa.

(1 x 2) (2)

2.4 Read Source 2C.

2.4.1 Using the source and your knowledge, explain why the SANNC was 'poorly organised' in the 1920s

(1 x 2) (2)

2.4.2 Why, do you think, the ICU overshadowed the SANNC?

(2 x 2) (4)

2.4.3 Define the term *militant nationalism* in the context of the methods of resistance used by the ICU.

(1 x 2) (2)

2.4.4 Why, according to the source, did the ICU adopt a more active approach?

(2 x 1) (2)

2.4.5 Explain the historical significance that the ICU had on the political landscape of South Africa.

(2 x 2) (4)

2.5 Consult Source 2D.

2.5.1 What messages are portrayed by the eye on the letterhead of the ICU?

(2 x 2) (4)

2.5.2 What, according to the letterhead, was the motto of the ICU?

(1 x 2) (2)

2.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining how the different organizations in South Africa contributed to the growth of African Nationalism from 1902 to the 1930s.

(6)

[50]

**SECTION B: ESSAYS**

Answer ONE question, from this section.  
Your essay should be about THREE pages long.

**QUESTION 3: IDEAS OF RACE IN THE 19<sup>TH</sup> AND 20<sup>TH</sup> CENTURIES:  
CASE STUDY NAZI GERMANY AND THE HOLOCAUST**

Explain to what extent the Nazi's used the idea of pure race to violate the human rights of the Jews in Nazi Germany from 1933 to 1945.

[50]

Substantiate your answer with relevant historical evidence

**QUESTION 4: NATIONALISMS IN SOUTH AFRICA – AFRIKANER  
NATIONALISM**

Critically discuss how the idea of the Volk was promoted and became the cornerstone of Afrikaner Nationalism in the 1930s to 1940s.

Use relevant evidence to support your line of argument.

[50]

**TOTAL: 100**



## **KWAZULU-NATAL PROVINCE**

**EDUCATION**  
REPUBLIC OF SOUTH AFRICA

### **NATIONAL SENIOR CERTIFICATE**

**GRADE 11**

**HISTORY**

**ADDENDUM**

**COMMON TEST**

**JUNE 2025**

**This addendum consists of 10 pages including this page.**

**QUESTION 1: HOW DID THE PSEUDO-SCIENTIFIC RACE THEORIES  
INFLUENCE THE NAZI RACIAL POLICIES IN THE 1930s AND 1940s?**

**SOURCE 1A**

The source below appeared in the Holocaust Encyclopaedia, USA Holocaust Memorial Museum. It explains the Nazi racial beliefs and policies, including the implementation plans.

Racism fuelled Nazi ideology and policies. The Nazi's viewed the world as being divided up into competing inferior and superior races, each struggling for survival and dominance. They believed the Jews were not a religious denomination, but a dangerous non-European "race". In the early twentieth century, such views on race were widely accepted in many parts of the world. According to Nazi theories of race, Germans and other Europeans had perceived superior physical and mental traits. They considered European peoples to be "Aryans," descended from the ancient Indo-Europeans who settled throughout the European continent as well as in Iran and India.

Racial antisemitism is the prejudice against, or hatred of Jews based on false scientific theory. Nazi racists viewed the mentally and physically ill as blemishes upon the genetic landscape of the so-called master race and, when they reproduced, as a biological danger to the purity of the Aryan race.

During World War II, Nazi physicians conducted bogus medical experiments seeking to identify physical evidence of Aryan superiority and non-Aryan inferiority. Despite killing countless non-Aryan prisoners during these experiments, the Nazi's could not find any evidence for their theories of biological racial differences among human beings.

In 1931, the SS (Schutzstaffel; the elite guard of the Nazi state) established a Race and Settlement Office to conduct race "research" and to determine the suitability of potential spouses for members of the SS. After the Nazi's came to power, they passed the Nuremberg Race Laws in 1935, which codified a supposedly biological definition of Jewishness.

[From <https://encyclopedia.ushmm.org/content/en/article/nazi-racism-an-overview> Accessed 08 May 2025.]

**SOURCE 1B**

The source below refers to the policy of sterilisation used by the Nazi's to keep racial purity in Germany.

On July 14, 1933, the Nazi dictatorship fulfilled the long-held dreams of eugenics proponents by enacting the Law for the Prevention of Offspring with Hereditary Diseases ("Hereditary Health Law"). The new Nazi law was co-authored (also written) by Falk Ruttke, a lawyer, Arthur Gütt, a physician and director of public health affairs, and Ernst Rüdin, a psychiatrist and early leader of the German racial hygiene movement.

Individuals who were subjected to the law were those men and women who "suffered" from any of nine conditions assumed to be hereditary: feeble-mindedness, schizophrenia, manic-depressive disorder, genetic epilepsy, Huntington's chorea (a fatal form of dementia), genetic blindness, genetic deafness, severe physical deformity, and chronic alcoholism.

Special hereditary health courts lent an aura (sense) of due process to the sterilisation measure, but the decision to sterilize was routine. Nearly all better-known geneticists, psychiatrists, and anthropologists sat on such courts at one time or another, mandating the sterilisations of an estimated 400 000 Germans.

Vasectomy (a form of male birth control) was the usual sterilisation method for men, and for women, tubal ligation, an invasive procedure that resulted in the deaths of hundreds of women. The "Blood Protection Law" announced in Nuremberg on 15 September 1935, criminalised marriage or sexual relations between Jews and non-Jewish Germans. Soon after, Nazi leaders took biological segregation a step further, privately discussing the 'complete emigration of all Jews as a goal'.

[From <https://encyclopedia.ushmm.org/content/en/article/the-biological-state-nazi-racial-hygiene-1933-1939>. Accessed on 03 May 2025.]

**SOURCE 1C**

The source below discusses Euthanasia program and how physically disabled, and mentally challenged children were dealt with in Nazi Germany in the 1930s–1940s.

The term “euthanasia” means literally “good death”. It usually refers to causing a painless death for a chronically or terminally ill individual who would otherwise suffer. The “euthanasia” program targeted, for systematic killing, patients with mental and physical disabilities living in institutional settings in Germany and German-annexed territories.

It started in 1939, about two years before the Nazi’s began systematically murdering Europe’s Jews as part of the “Final Solution.” The program was one of many radical eugenic measures which aimed to restore the racial “integrity” of the German nation. It aimed to eliminate what eugenicists, and their supporters considered “life unworthy of life”: those individuals who – they believed – because of severe psychiatric, neurological, or physical disabilities represented both a genetic and a financial burden on German society and the state.

In the spring and summer months of 1939, several planners began to organise a secret killing operation, targeting disabled children. They were led by Philipp Bouhler, the director of Hitler’s private chancellery, and Karl Brandt, Hitler’s attending physician.

On August 18, 1939, the Reich Ministry of Home Affairs circulated a decree requiring all physicians, nurses, and midwives to report new born infants and children under the age of three who showed signs of severe mental or physical disability. Beginning in October 1939, public health authorities began to encourage parents of children with disabilities to admit their young children to one of several specially designated paediatric clinics throughout Germany and Austria. These Clinics were children’s killing wards.

[From <https://encyclopedia.ushmm.org/content/en/article/euthanasia-program>. Accessed on 6 May 2025.]

**SOURCE 1D**

This is a picture of Helene Stephanie Lebel, diagnosed with schizophrenia (serious mental sickness). She was one of 9 772 persons gassed in 1940 in the Brandenburg “euthanasia” center.



[From <https://encyclopedia.ushmm.org/images/large/fdb79b19-b2fe-41ea-9db5-10b256fbe713.gif>. Accessed 08 May 2025.]

**QUESTION 2: HOW DID DIFFERENT ORGANISATIONS IN SOUTH AFRICA CONTRIBUTE TO THE GROWTH OF AFRICAN NATIONALISM FROM 1902 TO THE 1930s?**

**SOURCE 2A**

The source below explains the role played by the African People's Organisation (APO) under the leadership of Dr Abdullah Abdurahman in promoting African nationalism in the early 1900s.

The establishment of the APO played a significant role in the growth of nationalism in South Africa. The APO was founded on 30 September 1902 by an educated class of Coloured South Africans who decided to challenge the Cape government because they felt they could no longer be treated as a mass of uneducated people and intensifying segregation forced Coloureds to mobilise politically. Its aims were to bring unity amongst Coloureds, promoting education, opposing "class legislation" (i.e., discriminatory colour legislation) and defending the social, political and economic rights of Coloureds. However, after the Anglo-Boer War/ South African War when the possibility of a white minority state was first discussed, the APO focused its attention on the franchise (vote) question, and with it the issue of education as a means to qualify for the vote.

Strategies employed by the APO were non-confrontational forms of protest and appeal (petition). The APO was able to mobilise protest mass meetings and activities nationwide, launched a fortnightly newspaper and sought political partners amongst both black and white opponents to the draft Act (to form the Union of South Africa). Dr Abdullah Abdurahman as early as 1907 recognised the need for black unity in the fight against white supremacy. In 1907 an APO delegation led by Abdurahman, Fredericka and Daniels went to London to protest the proposals to grant self-government to the former Boer Republics. This was done on behalf of all black South Africans (Coloured, Africans and Indians). The new approach by the APO helped to break down the racial barriers between Coloured and African South Africans. At the South African Native Congress meeting held in Queenstown in 1907 to discuss the unification of South Africa, the APO was well represented.

[From <http://www.sahistory.org.za/article/african-peoples-organisation-apo>. Accessed on 18 May 2025.]

**SOURCE 2B**

The source below from *A Short History of South Africa* by G Nattrass outlines the formation of the South African Native Congress (SANNC) on the 8 January 1912 and its response to the Natives Land Act of 1913.

In 1912, the South African Native Congress (SANNC) was founded by four lawyers led by Pixley Ka Isaka Seme. The other three founder members were Alfred Mangena, Richard Msimanga and George Montsioa... They had all been educated overseas. One of the first projects of the newly formed SANNC was to protest the Natives Land Act of 1913. The Act made it illegal for blacks to purchase or lease land except in small and mainly unproductive reserves. This restricted black occupancy to less than 8 per cent of South Africa's land. Under the Act thousands of black people were forced to relocate. In July 1913, a month after the Natives Land Act was proclaimed Sol Plaatjie (Secretary-General of the SANNC) and other leaders rode around the countryside on bicycles observing the distress of people having to leave their former homes, along with their animals and meagre possessions.

In the harsh winter conditions, small children died of exposure, as did the new born goats and sheep. Plaatjie put the evidence of what he saw in *Native Life in South Africa*, a book published in 1916. In 1923, the SANNC was renamed the African National Congress (ANC) at a conference in Bloemfontein. By the 1940s, the ANC had become a mass organisation and within the ANC, the Congress Youth League (ANCYL) had adopted a more militant approach. Early resistance activities were male dominated, however, as early as 1913 there was evidence of opposition movements from women.

In that year, in what was probably the first women's protest in South Africa, a group of black women led by Charlotte Maxeke burnt their passes, in front of the municipal offices in Bloemfontein.

[From *A Short History of South Africa* by G Nattrass]

**SOURCE 2C**

The source below describes how the Industrial and Commercial Workers Union (ICU) united South African workers against the unjust laws of the Union of South Africa.

During the 1920s, the SANNC – which changed its name to the African National Congress (ANC) in 1923 – did not accomplish (achieve) much to improve the lives of black South Africans. Short of funds and poorly organised, it was overshadowed by the more dynamic ICU, founded in Cape Town in 1919 by Clement Kadalie. The ICU started out as a trade union for the black and Coloured dockworkers of Cape Town.

However, the ICU soon developed into a more general organisation, including in its membership skilled as well as unskilled workers from industry and the agricultural sector. Unlike the SANNC, the ICU did not officially petition the authorities, but adopted a more active approach with a view to obtaining better working conditions and higher wages for its members. The ICU shifted its focus from trade unionism to a more militant nationalism.

In due course two factions developed within the ICU. There were those who supported more militant action and those who advocated moderation. This together with financial problems were largely responsible for the gradual decline of the ICU.

Nonetheless, even though the ICU disintegrated, it occupied an important place in the history of black labour. Not only was it the first black trade union movement, but it also helped to make blacks more aware of their exploitation.

[From <https://www.britannica.com/topic/industrial-and-commercial-workers-union>. Accessed on 17

**SOURCE 2D**

The source below shows the detail from a 1920 ICU letterhead.



*From I see you –[hipsa.org.za/publication/i-see-you-the-industrial-and-commercial-workers-union-of-africa](https://hipsa.org.za/publication/i-see-you-the-industrial-and-commercial-workers-union-of-africa). Accessed on 16 May 2025.]*

## ACKNOWLEDGMENTS

Visual sources and other historical evidence were taken from the following:

<https://encyclopedia.ushmm.org/content/en/article/the-biological-state-nazi-racialhygiene-1933-1939>

<https://encyclopedia.ushmm.org/content/en/article/nazi-racism-an-overview>

<https://encyclopedia.ushmm.org/images/large/fdb79b19-b2fe-41ea-9db510b256fbe713.gif>

<https://encyclopedia.ushmm.org/content/en/article/euthanasia-program>

<https://encyclopedia.ushmm.org/images/large/fdb79b19-b2fe-41ea-9db510b256fbe713.gif>

Nattrass, G. 2017. *A Short History of South Africa* (Jonathan Ball Publishers, Cape Town)





**KWAZULU-NATAL PROVINCE**

**EDUCATION**  
REPUBLIC OF SOUTH AFRICA

**NATIONAL SENIOR CERTIFICATE**

**GRADE 11**

**HISTORY**  
**JUNE COMMON**  
**MARKING GUIDELINES**  
**2025**

**Marks: 100**

**These marking guidelines consist of 20 pages**

## SOURCE-BASED QUESTIONS

1.1 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"><li>Extract evidence from sources</li><li>Selection and organisation of relevant information from sources</li><li>Define historical concepts/terms</li></ul>	30% (15)
LEVEL 2	<ul style="list-style-type: none"><li>Interpretation of evidence from sources</li><li>Explain information gathered from sources</li><li>Analyse evidence from sources</li></ul>	50% (25)
LEVEL 3	<ul style="list-style-type: none"><li>Interpret and evaluate evidence from sources</li><li>Engage with sources to determine its usefulness, reliability, bias and limitations</li><li>Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions</li></ul>	20% (10)

1.2 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.

1.3 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  
50



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

## 2. ESSAY QUESTIONS

### 2.1 The essay questions require candidates to:

- Be able to structure their argument in a logical and coherent manner. They need to select, organise and connect the relevant information so that they are able to present a reasonable sequence of facts or an effective argument to answer the question posed. It is essential that an essay has an introduction, a coherent and balanced body of evidence and a conclusion.

### 2.2 Marking of essay questions

- Markers must be aware that the content of the answer will be guided by the textbooks in use at the particular centre.
- Candidates may have any other relevant introduction and/or conclusion than those included in a specific essay marking guideline for a specific essay.
- When assessing open-ended source-based questions, learners should be credited for any other relevant answers.

### 2.3 Global assessment of the essay

The essay will be assessed holistically (globally). This approach requires the teacher to score the overall product as a whole, without scoring the component parts separately. This approach encourages the learner to offer an individual opinion by using selected factual evidence to support an argument. The learner will not be required to simply regurgitate 'facts' in order to achieve a high mark. This approach discourages learners from preparing 'model' answers and reproducing them without taking into account the specific requirements of the question. Holistic marking of the essay credits learners' opinions supported by evidence. Holistic assessment, unlike content-based

marking, does not penalise language inadequacies as the emphasis is on the following:

- The construction of argument
- The appropriate selection of factual evidence to support such argument
- The learner's interpretation of the question.

## 2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing the essay.

2.4.2 During the reading of the essay ticks need to be awarded for a relevant introduction (indicated by a bullet in the marking guideline/memorandum), each of the main points/aspects that is properly contextualized (also indicated by bullets in the marking guideline/memorandum) and a relevant conclusion (indicated by a bullet in the marking guideline/memorandum) e.g., in an answer where there are 5 main points there will be 7 ticks.

2.4.3 Keep the **PEEL** structure in mind when assessing an essay.

P	<b>Point:</b> The candidate introduces the essay by taking a line of argument/making a major point.
E	<b>Explanation:</b> The candidate should explain in more detail what the main point is all about and how it relates to the question posed (line of argument).
E	<b>Example:</b> The candidates should answer the question by selecting content that is relevant to the line of argument. Relevant examples should be given to sustain the line of argument.
L	<b>Link:</b> Candidates should ensure that the line of argument is sustained throughout the essay and is written coherently.

2.4.4 The following additional symbols can also be used:

• Introduction, main aspects and conclusion not properly contextualized <sup>^</sup>

- Wrong statement \_\_\_\_\_
- Irrelevant statement |
- Repetition R
- Analysis A ✓
- Interpretation 1 ✓



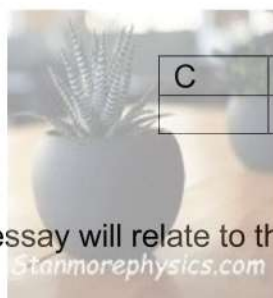
- Line of argument      LOA      ↑↓

**.5 The matrix**

**2.5.1 Use of the matrix in the marking of essays**

In the marking of essays, the criteria as provided in the matrix should be used. When assessing the essay note both the content and presentation. At the point of intersection of the content and presentation based on the seven competency levels, a mark should be awarded.

- (a) The first reading of the essay will be to determine to what extent the main aspects have been covered and to allocate the **content level** (on the matrix).



C	LEVEL 4	



- (b) The second reading of the essay will relate to the level (on the matrix) of **presentation**.

C	LEVEL 4	
P	LEVEL 3	

- (c) Allocate an overall mark with the use of the matrix.

C	LEVEL 4	}26
P	LEVEL 3	

**MARKING MATRIX FOR ESSAY: TOTAL MARKS: 50**

	<b>LEVEL 7</b>	<b>LEVEL 6</b>	<b>LEVEL 5</b>	<b>LEVEL 4</b>	<b>LEVEL 3</b>	<b>LEVEL 2</b>	<b>LEVEL 1*</b>
<b>PRESENTATION</b>  <b>CONTENT</b> 	Very well planned and structured essay. Good synthesis of information. Developed an original, well balanced and independent line of argument with the use of evidence and sustained and defended the argument throughout. Independent conclusion is drawn from evidence to support the line of argument.	Very well planned and structured essay. Developed a relevant line of argument. Evidence used to defend the argument. Attempts to draw an independent conclusion from the evidence to support the line of argument.	Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.	Planned and constructed an argument. Evidence used to some extent to support the line of argument. Conclusions reached based on evidence.	Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.	Attempts to structure an answer. Largely descriptive or some attempt at developing a line of argument. No attempt to draw a conclusion.	Little or no attempt to structure the essay.
<b>LEVEL 7</b> Question has been fully answered. Content selection fully relevant to line of argument.	<b>47–50</b>	<b>43–46</b>					
<b>LEVEL 6</b> Question has been answered. Content selection relevant to a line of argument.	<b>43–46</b>	<b>40–42</b>	<b>38–39</b>				
<b>LEVEL 5</b> Question answered to a great extent. Content adequately covered and relevant.	<b>38–39</b>	<b>36–37</b>	<b>34–35</b>	<b>30–33</b>	<b>28–29</b>		
<b>LEVEL 4</b> Question recognisable in answer. Some omissions or irrelevant content selection.			<b>30–33</b>	<b>28–29</b>	<b>26–27</b>		
<b>LEVEL 3</b> Content selection does relate to the question, but does not answer it, or does not always relate to the question. Omissions in coverage.				<b>26–27</b>	<b>24–25</b>	<b>20–23</b>	
<b>LEVEL 2</b> Question inadequately addressed. Sparse content.					<b>20–23</b>	<b>18–19</b>	<b>14–17</b>
<b>LEVEL 1*</b> Question inadequately addressed or not at all. Inadequate or irrelevant content.						<b>14–17</b>	<b>0–13</b>

**\* Guidelines for allocating a mark for Level 1:**

- Question not addressed at all/ totally irrelevant content; no attempt to structure the essay = 0
- Answer includes basic and generally irrelevant information; no attempt to structure the essay = 1–6
- Question inadequately addressed and vague; little attempt to structure the essay = 7–13

SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: HOW DID THE PSEUDO-SCIENTIFIC RACE THEORIES INFLUENCE THE NAZI RACIAL POLICIES IN THE 1930s AND 1940s?

1.1.1 [Extraction of evidence from Source 1A – L1]

- Jews
- Mentally ill
- Non-Aryans
- Physically ill

(any 3 x 1) (3)

1.1.2 [Definition of a concept from Source 1A – L1]

- An Aryan is a term used to refer to the German master race, people with lighter skin, blond hair and blue eyes.
- Aryan is a German citizen, who is believed to be racially superior to non-Aryans.
- Any other relevant response

(any 1 x 2) (2)

1.1.3 [Extraction of evidence from Source 1A – L1]

- 'Nazi physicians conducted bogus medical experiments seeking to identify physical evidence of Aryan superiority and non-Aryan inferiority'

(1 x 2) (2)

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

- Germans believed that non-Aryans were inferior, they feared that the weak genes would be passed on and spoil the master race.
- Pseudo-Scientific racism believed in the superiority of certain races and that mentally or physically challenged people were a burden to the state.
- Any other relevant response.

(2 x 2) (4)

1.1.5 [Interpretation of evidence from Source 1A – L2]

- The statement implied that Germans were concerned that the SS should get the so-called right partners according to race.
- According to Germany, marriage between non-Aryans and Aryans was forbidden as they wished to keep the German race 'pure'.
- Any other relevant response.

( 2 x 2) (4)

1.2.1 [Definition of a concept from Source 1B – L1]

- Dictatorship refers to a type of rule that existed in under Adolf Hitler between 1933 and 1944
- An autocratic rule that Hitler enforced in Germany between 1933 and 1944
- Any other relevant response.

(1 x 2) (2)

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

- 'By enacting the Law for the Prevention of Offspring with Hereditary Diseases'

(1 x 2) (2)

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

- 'The Blood Protection Law'

(1 x 2) (2)

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

- People were forced into sterilization
- Even young people who did not have children were sterilized
- No consent from the affected individuals was taken
- Any other relevant response

(any 2 x 2) (4)

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

- 'Good death'

(1 x 1) (1)

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

- 'It aimed to restore the racial integrity of the German nation'
- It aimed to eliminate what eugenicists, and their supporters considered life unworthy of life'

(2 x 1) (2)

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

- The people who were killed in the program were not terminally ill
- It was used to preserve the so called pure bred of Germans
- Any other relevant response.

(2 x 2) (4)

1.3.4 [Interpretation of evidence from Source 1C – L2]

- They were following government orders
- They believed in the eugenics theories
- They believed that the unfit were a burden to the state
- Any other relevant response

(any 1 x 2) (2)

1.3.5 [Interpretation of evidence from Source 1C – L2]

- The parents would not have agreed to the admission of their children if they knew the reason for the admission.
- They wanted to kill as many people as possible before any resistance against this started.
- They did not want the outside world to be aware of these atrocities.
- Any other relevant response.

(any 1 x 2) (2)

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

- She was killed because she was mentally ill and therefore a burden to the state.
- She was seen by the Nazis as a threat to maintaining the German pure race.
- Any other relevant response.

(2 x 2) (4)

1.4.2 [Determining reliability of Source 1D – L3]

**The source is reliable because:**

- It is the photograph of the real victim of the NAZI policies
- The information can be corroborated by other sources.
- Any other relevant response.

(any 1 x 2) (2)

1.5 [Ascertaining the similarities between Sources 1C and 1D – L3]

- Source 1C states that the mentally ill people were killed to maintain racial integrity in Germany and the Source 1D shows the picture of Helene Stephanie Lebel, one of the victims of the NAZI policies
- Both sources indicate that euthanasia centres were used as killing wards for the so called pure German race
- Any other relevant response.

(any 1 x 2) (2)

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

Candidates could include the following their responses:

- The Nazis racial policies were based on pseudo-scientific racism and the eugenics (Own knowledge)
- The German policy was fuelled with racism in which superior races to dominate those inferior (Source 1A)
- Germans believed in the existence of an Aryan race; Germans' master race (Source 1A)
- Germans had a serious hatred for the Jews (Source 1A)
- People with ability were not allowed to give birth for fear of the transmission of those sicknesses to their offspring (Source 1B)
- Germans' main concern was the purity of the German blood (Source 1B)
- Groups that were identified as inferior, included African, Roma, gypsies, Jehova's witnesses and others (own knowledge)
- Sterilization for all unfit was forcefully done (Source 1B)
- Another 'painful' step taken by Germans was euthanasia, which was regarded as mercy killing (Source 1C)
- Targets of this process were the mentally and physically disabled (Source 1C)
- Children that showed signs of mental disorders or challenges were admitted to killing wards (Source 1C)
- Many people were killed just because they were Jewish (Source 1D)
- Propaganda was used by the Nazis to promote their theories (own knowledge)
- The final solution was a decision to kill all the Jews in Germany
- Any other relevant response

Use the following rubric to allocate a mark:



LEVEL 1	<ul style="list-style-type: none"><li>• Cannot extract evidence or extract evidence from the sources in a very elementary manner <b>e.g., shows no or little understanding of how the pseudoscientific race theories influenced the Nazi racial policies in the 1930s and 1940s.</b></li><li>• Uses evidence partially to report on topic or cannot report on topic.</li></ul>	MARKS 0–2
LEVEL 2	<ul style="list-style-type: none"><li>• Extract evidence from the sources that is mostly relevant and relates to a great extent to the topic <b>e.g., shows some understanding of how the pseudoscientific race theories influenced the Nazi racial policies in the 1930s and 1940s.</b></li><li>• Uses evidence in a very basic manner.</li></ul>	MARKS 3–4
LEVEL 3	<ul style="list-style-type: none"><li>• Use evidence from sources very effectively in an organised paragraph that shows an understanding of the topic <b>e.g., demonstrates a thorough understanding of how the pseudoscientific race theories influenced the Nazi racial policies in the 1930s and 1940s.</b></li><li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li></ul>	MARKS 5–6

(6)

[50]

**QUESTION 2: HOW DID DIFFERENT ORGANISATIONS IN SOUTH AFRICA CONTRIBUTE TO THE GROWTH OF AFRICAN NATIONALISM FROM 1902 TO THE 1930s?**

2.1.1 [Extraction of evidence from Source 2A – L1]

- 'an educated class of Coloured South Africans'

(1 x 2) (2)

2.1.2 [Definition of a concept from Source 2A – L1]

- It is a political and social system designated to keep groups apart
- To ensure the preservation of white political power
- Any other relevant response

(1 x 2) (2)

2.1.3 [Extraction of evidence from Source 2A – L1]

- 'unity amongst Coloureds'
- 'promoting education'
- 'opposing class legislation'
- 'defending the social, political and economic rights of Coloureds'

(any 2 x 1) (2)

2.1.4 [Interpretation of evidence from Source 2A – L2]

- They both protested the formation of the Union of South Africa
- They were opposed to segregation and racial discrimination
- The formation of the Union of South Africa would entrench white supremacy
- Any other relevant response

(any 2 x 2) (4)

2.2.1 [Extraction of evidence from Source 2B-L1]

- 'Pixley Ka Isaka Seme'
- 'Alfred Mangena'
- 'Richard Msimanga'
- 'George Montsioa'

(any 2 x 1) (2)

2.2.2 [Extraction of evidence from Source 2B-L1]

- 'The Act made it illegal for blacks to purchase or lease land except in small and mainly unproductive reserves'

(1 x 2) (2)

2.2.3 [*Interpretation of information from Source 2B-L2*]

- The Natives Land Act led to economic hardships amongst Africans
- The racist regime did not treat Africans as human beings
- Any other relevant response

(2 x 2) (4)

2.2.4 [*Interpretation of information from Source 2B-L2*]

- The ANC would then act on behalf of the majority of Africans
- The ANC would be able to organise protest actions on a large scale
- Any other relevant response

(any1 x 2) (2)

2.2.5 [*Ascertaining the usefulness of Source 2B-L3*]

- The source outlines the main provisions of the Natives Land Act
- The source provides insight into the negative impact of the Natives Land Act on Africans
- Any other relevant response

(any1 x 2) (2)

2.3 [*Determining the similarities between Sources 2A and 2B-L3*]

- Source 2A indicates that the APO was formed by the educated people to affirm the rights of black people to vote and Source 2B states that the SANNC was founded by the four lawyers mainly to fight land dispossession amongst Africans
- Any other relevant response

(1 x 2) (2)

2.4

2.4.1 [*Interpretation of evidence from Source 2C – L2*]

- The leadership of the organisation comprised the elite/educated moderate
- Any other relevant response

(1 x 2) (2)

2.4.2 [Interpretation of evidence from Source 2C – L2]

- It became a mass organisation
- The ICU comprised youthful leaders while the SANNC leadership were mostly conservative intellectuals
- The ICU had a more militant approach towards the unjust laws
- It directly appealed to the economic interests of poor black South Africans
- Any other relevant response

(any 2 x 2) (4)

2.4.3 [Explanation of a historical term from Source 2C – L1]

- There would be no negotiations with the oppressors
- There would be more active resistance in the form of strikes, boycotts and stay-aways for improved working conditions and better wages
- Any other relevant response

(any 1 x 2) (2)

2.4.4 [Extraction of evidence from Source 2C – L1]

- 'better working conditions'
- 'higher wages for its members'

(2 x 1) (2)

2.4.5 [Interpretation of evidence from Source 2C – L2]

- Transformed the consciousness of black South African workers
- Laid the foundation for the modern labour movements
- Won significant victories which improved workers' lives
- Gave rise to more militant forms of resistance
- Any other relevant response

(any 2 x 2) (4)

2.5.1 [Interpretation of evidence from the Source 2D – L2]

- ICU stood up for workers against injustice
- ICU realised that black workers were exploited
- ICU observed ill-treatment of black workers and acted against it
- Any other relevant response

(any 2 x 2) (4)

2.5.2 [Extraction of evidence from Source 2D – L1]

- 'Unity is strength'

(1 x 2) (2)

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

Candidates could include the following in their responses:

- Establishment of the APO led to the growth of nationalism in South Africa (Source 2A)
- Mobilised Coloureds against the formation of the Union of South Africa (Source 2A)
- APO delegates went to London on behalf of all South Africans to protest the granting of self-governance to the former Boer Republics (Source 2A)
- SANNC formed to unite black South Africans (Source 2B)
- Protested the Natives Land Act of 1913 (own knowledge)
- Demanded the end of racial discrimination (Source 2B)
- The ICU promoted militant nationalism (Source 2C)
- United workers and improved the working conditions and wages (Source 2C)
- ICU laid the foundation for the labour movements in South Africa (own knowledge)
- ICU observed and experienced the exploitation of the workers and took action against it (Source 2D)
- Used strikes, boycotts, stay-aways and civil disobedience tactics against unjust laws (own knowledge)
- Any other relevant response.

Use the following rubric to allocate a mark:

<b>LEVEL 1</b>	<ul style="list-style-type: none"><li>• Cannot extract evidence or extract evidence from the sources in a very elementary manner <b>e.g., shows no or little understanding of how different organizations in South Africa contributed to the growth of African Nationalism from 1902 to the 1930s.</b></li><li>• Uses evidence partially to report on topic or cannot report on topic.</li></ul>	<b>MARKS</b> <b>0–2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"><li>• Extract evidence from the sources that is mostly relevant and relates to a great extent to the topic <b>e.g., shows some understanding of how different organizations in South Africa contributed to the growth of African Nationalism from 1902 to the 1930s.</b></li><li>• Uses evidence in a very basic manner.</li></ul>	<b>MARKS</b> <b>3–4</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"><li>• Use evidence from sources very effectively in an organised paragraph that shows an understanding of the topic <b>e.g., demonstrates a thorough understanding of how different organizations in South Africa contributed to the growth of African Nationalism from 1902 to the 1930s.</b></li><li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li></ul>	<b>MARKS</b> <b>5–6</b>

(6)  
[50]

## SECTION B: ESSAY QUESTIONS

### QUESTION 3: IDEAS OF RACE IN THE LATE 19<sup>TH</sup> AND 20<sup>TH</sup> CENTURIES

*Using analytical and interpretative skills, plan and construct an original argument based on relevant evidence)*

#### SYNOPSIS

The candidates need to explain to what extent the Nazis used the idea of pure race to violate the human rights of the Jews in Nazi Germany from 1933 to 1945 and support their argument with relevant historical evidence.

Introduction: Candidates should explain to what extent the Nazis used the idea of pure race to violate the human rights of the Jews in Nazi Germany from the 1930s to the 1940s and briefly support their argument with relevant historical evidence.

#### ELABORATION

- Anti-Semitism and the belief in the pseudo-science of eugenics.
- The Nazis used propaganda and terror to enforce their Anti-Semitic policies.
- By 1938, the lives of Jews living in Germany had become intolerable.
- The Nazi racist ideology of *Herrenvolk* (Master race) was used to justify their eugenics program aimed at weeding undesirable genes from the population.
- The Holocaust was the consequence of this racism.
- By 1933, there were 500 000 Jews living in Germany.
- They saw themselves as Germans, who differed from other Germans only in religion.
- Jews were often used as scapegoat when things went wrong and were blamed for no reason.
- The false Social Darwinist theory of hierarchy of human beings claimed that some groups of people were born with superior talent, ability, and worth.
- In his book, *Mein Kampf* Hitler argued that the German race was superior to all others.
- Hitler described Germans as the Aryan race or *Herrenvolk* (master race) and believed they had a duty to control the world.
- Jews were blamed for all of Germany's troubles.
- Hitler wanted to make Nazi Germany *judenrein* (free of Jews).
- Anti-Jewish oppressive measures were slowly introduced to exclude Jews from all aspects of German life.
- Anti-Semitic laws went hand in hand with state violence and terror.
- By 1939 Jewish businesses were boycotted.
- All Jews had to wear a yellow Star of David badge to make them easy to identify.

- Jews were dismissed from the civil service.
- Jews were expelled from all schools and universities.
- Jews were stripped of all citizenship rights.
- Marriage or sexual relations between Jews and 'Aryans' was forbidden.
- Jews were forbidden in certain places.
- After June 1938, the Nazis began the systematic expropriation of Jewish property.
- Jews were the main targets of the genocide.
- In 1941 the Nazis implemented the 'final solution to the Jewish question'
- They decided to murder every Jewish man, woman, and child in Europe.
- A group of policemen called Einsatzgruppen became special mobile killing squads.
- Men, women, and children were rounded up and shot by firing squads into masses graves.
- Mass extermination by gas was implemented.
- The construction of special killing centres began in the second half of 1941.
- Six death camps were established all were situated in Poland gas vans and gas chambers were constructed at the death camps.
- Zyklon B gas was used.
- The implementation of the final solution required Jews from all over Nazi-occupied Europe to be transported by rail to the death camps in Poland.
- Hundreds of thousands of people were crammed into sealed cattle trucks or open wagons, sometimes spending days without food, water or sanitation.
- By 1945 two out of every three European Jews had been killed

Conclusion: Candidates should tie up their essay with a relevant conclusion.

## QUESTION 4: NATIONALISM IN SOUTH AFRICA: AFRIKANER NATIONALISM

*[Plan and construct an original argument based on relevant evidence using analytical and interpretative skills]*

### SYNOPSIS

Candidates need to critically discuss how the idea of the Volk was promoted and became the cornerstone of Afrikaner Nationalism in the 1930s and 1940s. Candidates must support their argument with relevant evidence.

### MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction: Candidates need to take a critical stance on the statement on how the idea of the Volk was promoted and became the cornerstone of Afrikaner Nationalism in the 1930s to the 1940s. They should also indicate how they would support their line of argument.



### ELABORATION

- 'Afrikaner' described as a group of people who spoke Afrikaans (background)
- Afrikaners developed as group after integrating several European nationalities at the Cape (background)
- Afrikaners saw themselves as people chosen by God
- The idea of a volk became the cornerstone of Afrikaner nationalism
- Nationalists were determined to protect the volk from domination by other ethnic and language groups
- Afrikaner identity had to be preserved at all costs
- Afrikaners had to remain united as a nation
- Dutch Reformed Church and the Christian National Education (CNE) were the custodians of Afrikaner heritage
- Education and religion guided Afrikaner thinking and kept their language and culture alive
- Children would receive mother-tongue education
- Education created unity of the Volk as a 'race'
- Afrikaner 'Volk' ideology aimed to unite Afrikaners on basis of race and language
- The role of the Broederbond (AB) and the FAK, in ensuring the survival of the Afrikaans language and culture

- Broederbond promotes Afrikaner nationalism and prevent the exploitation of Afrikaner workers
- National Press – published
- Afrikaner nationalist newspapers, Die Burger and Die Transvaler
- Celebration of the centenary of The Great Trek promoted Afrikaner unity and pride in their culture
- First Afrikaans building society called Saambou
- Afrikaner businesses promoted – Naspers, Die Burger, Santam, Sanlam, Volkskas Bank
- Reddingsdaadbond (RDB) ensured Afrikaner businesses are supported by Afrikaners
- 1932 – Carnegie Commission of enquiry investigated white poverty
- Poor white problem was solved by creating jobs at the railway and harbours
- Role of women
- National Party emerged as a dominant political force in promoting Afrikaner nationalism
- NP put forward the demand for 'apartheid' as the central slogan in their campaign
- White supremacy had to be maintained at all costs
- Nationalist frightened the whites with the idea of a 'swart gevaar'
- Afrikaner nationalist policy appealed to white farmers who were against the movement of Africans to cities
- The NP promised voters that their jobs would be protected through the enforcement of the job reservation laws
- Afrikaner trade unions were formed to protect Afrikaner worker's rights
- The World War II had a huge impact on Afrikaner nationalism
- The 1948 election – run-up and aftermath
- Afrikaans-speaking Afrikaners voted the NP into power in the 1948 elections
- The NP leader, Dr Malan, became the new Prime Minister
- Apartheid legislation was introduced
- Any other relevant response

Conclusion: Candidates should tie up their argument with a relevant conclusion.

[50]

Total [100]