



KWA-NGOZA SECONDARY SCHOOL



KWAZULU-NATAL PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

KWANGOZA SECONDARY SCHOOL

UBHAQA (ILEMBE)
CIBANE TRIBAL AUTHORITY (16)

GRADE 9

SOCIAL SCIENCES - HISTORY

TEST

TASK 2

MARCH 2026

MARKS: 50

TIME: 1 HOUR

N.B. This question paper consists of 4 pages and an addendum of 6 pages.

INSTRUCTIONS AND INFORMATION

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

SECTION A: SOURCE-BASED QUESTIONS

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

2. Source material that is required to answer this question will be found in the ADDENDUM.
3. Candidates are required to **ANSWER ALL QUESTIONS**
4. When answering the questions, you should apply your knowledge, skills and insight.
5. You will be disadvantaged by merely rewriting the sources as answers.
6. Number the answers correctly according to the numbering system used in this question paper.
7. Write neatly and legibly.

SECTION A: SOURCE-BASED QUESTIONS

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

QUESTION 1: WHAT WERE THE KEY FACTORS AND STRATEGIES THAT ENABLED ADOLF HITLER AND THE NAZI PARTY TO GAIN POPULAR SUPPORT BY 1933?

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

1.1 Refer to Source 1A.

- 1.1.1 What, according to the source, happened on January 30, 1933? (1 x 1) (1)
- 1.1.2 Who, according to the source, appointed Hitler as chancellor? (1 x 1) (1)
- 1.1.3 Why, according to the source, was the Weimar Republic established? (1 x 2) (2)
- 1.1.4 Explain why you think the Nazis hated the Weimar Republic. (1 x 2) (2)
- 1.1.5 Comment on the implications of the 'Great Depression' for the Nazi Party's rise to power. (2 x 2) (4)

1.2 Read Source 1B.

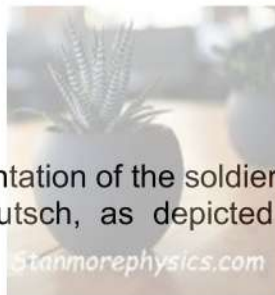
- 1.2.1 Define the term *ultranationalist* in your own words. (1 x 2) (2)
- 1.2.2 Explain why you think the early Weimar Republic was an 'unstable democracy.' (2 x 2) (4)
- 1.2.3 Quote THREE reasons from the source why the Nazi Party's rhetoric and goals were considered extreme in the early 1920s. (3 x 1) (3)
- 1.2.4 State ONE specific event, according to the source, which the Nazi Party attempted to use to seize power by force. (1 x 1) (1)
- 1.2.5 Comment on why the failed Beer Hall Putsch, even though it failed, surprisingly made Hitler known to more people across the country. (2 x 2) (4)

1.3 Use Source 1C.



- 1.3.1 Give TWO reasons, according to the source, why the political and economic situation in the Weimar Republic stabilized during Hitler's imprisonment. (2 x 1) (2)
- 1.3.2 Explain the concept *path of legality* in the context of the Nazi Party's strategy after Hitler's release from prison. (1 x 2) (2)
- 1.3.3 Why, according to the source, did Hitler decide to change the Nazi Party's political strategy after his release from prison? (1 x 2) (2)
- 1.3.4 Comment on the limitations of this source to a historian researching the long-term impact of the Nazi Party's paramilitary organizations. (2 x 2) (4)

- 1.4 Study Source 1A and Source 1B. Explain how information in Source 1A supports the evidence in Source 1B regarding the initial weaknesses of the Weimar Republic and the early nature of the Nazi Party. (2 x 2) (4)



1.5 Consult Source 1D.

- 1.5.1 Explain the symbolic representation of the soldiers in the context of the Beer Hall Putsch, as depicted in the photograph. (1 x 2) (2)
- 1.5.2 Why did Adolf Hitler want to seize power in Germany through actions like the Beer Hall Putsch? (1 x 2) (2)

- 1.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining what were the key factors and strategies that enabled Adolf Hitler and the Nazi party to gain popular support by 1933? (8)

[50]

TOTAL: 50



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GRADE 9

SOCIAL SCIENCES - HISTORY TEST

**ADDENDUM
MARCH 2026**

MODERATOR: MRS N.F DLAMINI

EXAMINER: MR T KHUZWAYO

APPROVED BY: MRS N.F DLAMINI

SIGNATURE:

DATE:

N.B. This addendum consists of 6 pages.

QUESTION 1: HOW DID THE TREATY OF VERSAILLES CONTRIBUTE TO THE RISE OF THE NAZI PARTY IN GERMANY AFTER WORLD WAR I?**SOURCE 1A**

The source below is an extract from a textbook titled '*Via Afrika*' Social Sciences Gr8. It highlights the aftermath of World War I and the establish

When Germany's leader, Wilhelm II, was arrested and later fled to Holland because of growing protests, Germany had to form a new government. In 1919, the Germans held a general election, which resulted in a coalition government with the German Centre Party and the German Democratic Party. After the coalition, the parliament met at a city called Weimar to write a constitution. This constitution led to the formation of the German Federal Republic, which meant that Germany was divided into a number of states that had the power to control themselves. Because the constitution was written in the city of Weimar, the government was called the Weimar Republic. The constitution was adopted on 11 August 1919.

The Weimar Republic under Gustav Stresemann brought some positive changes: Germany was able to pay off some of the country's reparation payments on time. The Weimar Republic introduced uniform tax, which helped to improve the economy because everyone who worked contributed. The transport system was improved. Because of these positive changes, there was less unrest among the German people. The Weimar Republic developed the country's art and cinema. For example, the Novembergruppe (November Group), a group of about 100 artists, held many exhibitions and produced many famous works of art, such as *Street Scene at Night* by Ernst Ludwig Kirchner. In cinema, the Germans produced famous movies like *The Cabinet of Dr Caligari* and *Nosferatu*. The Weimar government continued to lead the world in science and technology. For example, Werner Heisenberg, along with Max Born and Pascual Jordan, introduced the theory of quantum physics and was awarded the Nobel Prize for Physics.

Stanmorephysics.com

[Taken From: '*Via Afrika*' Social Sciences Gr8 p48-53].

SOURCE 1B

The source below is an extract from a textbook titled '*Via Afrika*' Social Sciences Gr8. The extract explains the

When Germany lost World War I, the Allied Powers made sure that Germany paid for its loss in the war. The Treaty of Versailles was used to punish Germany.

The treaty officially ended World War I. It was signed on 28 June 1918 between Germany and the Allied Powers. Other countries that supported Germany were treated differently. This treaty was finalised in October 1919.

The conditions of the treaty were as follows: Germany had to pay a lot of money to the Allied Powers. The first 15 million dollars was to be paid by 1 May 1921. This was to make sure that Germany remained weak economically. Germany had to give up Alsace-Lorraine to France. France also took over the Saarland, with its rich coal mines, for 15 years. Germany had to give up the Rhineland, which was used for demilitarisation. This meant that the German military forces could no longer occupy the Rhineland, which was next to France. Germany lost some of its territories, such as Belgium, Poland, Czechoslovakia and Denmark. The German army was not allowed to exceed 100 000 troops.

[Taken From: '*Via Afrika*' Social Sciences Gr8 p48-53].



SOURCE 1C

The source below is an extract from a textbook titled '*Via Afrika*' Social Sciences Gr8. It reveals the

..Hitler became the leader of the Nazi Party in 1920. The emblem of this party was a black swastika on a white circle against a red background. This party was anti-communist and wanted to bring back the German pride that was lost after World War I. It wanted to bring together all the German people from all over Europe. It also blamed the Jewish people for the poor economy and politics in Germany. This led to anti-Semitism. The Nazi Party had the following beliefs about the Treaty of Versailles and the German people.

The Nazis believed that if all their demands were met, Germany would become a strong state again. In 1923, the Nazis tried to overthrow the government in Munich but failed. Their attempt was called a putsch. Hitler was arrested and some of the Nazis were either shot dead or injured. Hitler was later charged with treason and imprisoned for five years, although he served only nine months of his sentence.

While in prison, Hitler wrote a book called *Mein Kampf* (My Struggle). This book later gave hope to the Germans because it showed how Germany could improve. When he left prison, Hitler rebuilt the Nazi Party together with other leaders like Joseph Goebbels. The party managed to win 12 seats of the 412 seats in the parliament.

[Taken From: '*Via Afrika*' Social Sciences Gr8 p48-53]

SOURCE 1D

The photograph below was taken during World War II [credit: Heinrich Hoffmann] in Munich in the spring 1932. Adolf Hitler, the leader of the Nazi Party, is shown in full military uniform, giving the iconic Nazi salute.



[taken from: <https://www.gettyimages.com/detail/news-photo/adolf-hitler-in-munich-in-the-spring-of-1932-news-photo/119505258>]

ACKNOWLEDGEMENTS

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

- Via Afrika' Social Sciences Grade 9, Learner's Book
- <https://www.history.com/topics/world-war-ii/adolf-hitler-1>
- <https://www.gettyimages.com/detail/news-photo/adolf-hitler-in-munich-in-the-spring-of-1932-news-photo/119505258>





KWANGOZA SECONDARY SCHOOL

UBHAQA (ILEMBE)
CIBANE TRIBAL AUTHORITY (16)

GRADE 9

SOCIAL SCIENCES - HISTORY
TEST - TASK 2
MARKING GUIDELINES
MARCH 2026

MODERATOR: MRS N.F DLAMINI

EXAMINER: MR T KHUZWAYO

APPROVED BY: MRS N.F DLAMINI

SIGNATURE:

DATE:

MARKS: 50

N.B. These marking guidelines consists of 11 pages.

1. 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	- Extract evidence from sources - Selection and organisation of relevant information from sources - Define historical concepts/terms	30%
LEVEL 2	- Interpretation of evidence from sources - Explain information gathered from sources - Analyse evidence from sources	50%
LEVEL 3	- Interpret and evaluate evidence from sources - Engage with sources to determine its usefulness, reliability, bias and limitations - Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions	20%

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

✓✓✓✓

COMMENT

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. $\frac{12}{30}$
- 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.

2.3 Global assessment of the essay

The essay will be assessed holistically (globally). This approach requires the teacher to assess the essay as a whole, rather than assessing the main points of the essay separately. This approach encourages the learner to write an original argument by using relevant evidence to support the line of argument. The learner will **not** be required to simply regurgitate content (facts) in order to achieve a level 7 (high mark). This approach discourages learners from preparing essays and reproducing them without taking the specific

requirements of the question into account. Holistic marking of the essay credits learners' opinions that are supported by evidence. Holistic assessment, unlike content-based marking, does not penalise language inadequacies as the emphasis is on the following:

- The learner's interpretation of the question
- The appropriate selection of factual evidence (relevant content selection)
- The construction of an argument (planned, structured and has an independent line of argument)

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 (which is indicated by a bullet in the marking guideline), the main aspects/body of the essay that sustains/defends the line of argument (which is indicated by bullets in the marking guideline) and a relevant conclusion (which is indicated by a bullet in the marking guideline).

For example in an essay where there are five (5) main points there could be about seven (7) ticks.

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

P	Point: The candidate introduces the essay by taking a line of argument/making a major point. Each paragraph should include a point that sustains the major point (line of argument) that was made in the introduction.
E	Explanation: The candidate should explain in more detail what the main point is about and how it relates to the question posed (line of argument).
E	Example: 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	Link: Candidates should ensure that the line of argument is sustained throughout the essay and is written coherently.

2.4.4 The following symbols **MUST** be used when assessing an essay:



- Introduction, main aspects and conclusion not properly contextualised

Λ

- Wrong statement

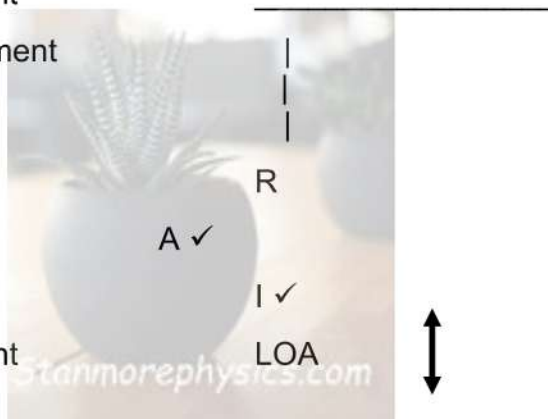
- Irrelevant statement

- Repetition

- Analysis

- Interpretation

- Line of Argument



2.5 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 essays 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 essays 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	}26–27
P	LEVEL 3	

COMMENT

Some omissions in content coverage.
Attempts to sustain a line of argument.

MARKING MATRIX FOR ESSAY: TOTAL: 20/30

	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1*
PRESENTATION  CONTENT	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.
LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	18-20 Or 27-30	16-17 Or 24-26					
LEVEL 6 Question has been answered. Content selection relevant to a line of argument.	16-17 Or 24-26	15 Or 23	14 Or 21-22				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.		14 Or 21-22	13 Or 20	12 Or 18-19			
LEVEL 4 Question recognisable in answer. Some omissions or irrelevant content selection.			12 Or 18-19	11 Or 17	10 Or 15-16		
LEVEL 3 Content selection does relate to the question, but does not answer it, or does not always relate to the question. Omissions in coverage.				10 Or 15-16	9 Or 14	8 Or 12-13	
LEVEL 2 Question inadequately addressed. Sparse content.					8 Or 12-13	7 Or 11	5-6 Or 9-10
LEVEL 1* Question inadequately addressed or not at all. Inadequate or irrelevant content.						5-6 Or 9-10	0-4 Or 0-8

*Guidelines for allocating a mark for Level 1:

- Question not addressed at all/totally irrelevant content; no attempt to structure the essay = 0
- Question includes basic and generally irrelevant information; no attempt to structure the essay = 1–2
- Question inadequately addressed and vague; little attempt to structure the essay = 4–8

QUESTION 1: HOW DID THE TREATY OF VERSAILLES CONTRIBUTE TO THE RISE OF THE NAZI PARTY IN GERMANY AFTER WORLD WAR I?

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

1.1 Refer to Source 1A.

1.1.1 Identify in the source the TWO parties that formed a coalition government in Germany in 1919.

- **'...In 1919, the Germans held a general election, which resulted in a coalition government with the German Centre Party and the German Democratic Party...'**

(2 x 1) (2)

1.1.2 Why, according to the source, was the government formed after the coalition called the Weimar Republic?

- **'...Because the constitution was written in the city of Weimar, the government was called the Weimar Republic...'**

(1 x 1) (1)

1.1.3 Quote One example from the source of a famous work of art produced by the Novembergruppe.

- **"Street Scene at Night by Ernst Ludwig Kirchner."**

(1 x 1) (1)

1.1.4 State ONE positive change, according to the source, that the Weimar Republic under Gustav Stresemann brought to Germany.

- **'...Germany was able to pay off some of the country's reparation payments on time...'**

(1 x 1) (1)

1.1.5 Give One example, according to the source, of a famous movie produced by the Germans during the Weimar Republic.

- **'...the Germans produced famous movies like The Cabinet of Dr Caligari and Nosferatu...'**

(1 x 1) (1)

[6]

1.2 Read Source 1B.

1.2.1 Define the term "demilitarisation" in your own words.



- **Demilitarisation refers to the process of removing or reducing military presence and capabilities in a particular region or area.** (1 x 2) (2)

1.2.2 Comment on why the Allied Powers imposed economic penalties on Germany through the Treaty of Versailles.

- **To weaken its economy and prevent it from becoming a military power again.** (1 x 2) (2)

1.2.3 Name one territory, according to the source, that Germany had to give up to France.

- **'...Alsace-Lorraine...'** (1 x 1) (1)

1.2.4 Which country, according to the source, took over the Saarland, with its rich coal mines, for 15 years?

- **'...France...'** (1 x 1) (1)

1.2.5 Quote One condition, according to the source, related to the size of the German army.

- **"...The German army was not allowed to exceed 100 000 troops..."** (1 x 1) (1)



[7]

1.3 Use Source 1C.

1.3.1 Name One of the beliefs of the Nazi Party, according to the source.

- **'...It also blamed the Jewish people for the poor economy and politics in Germany...'** (1 x 1) (1)

1.3.2 Comment on the limitations of this source to a historian researching the rise of the Nazi Party.

The source is LIMITED because;

- **This source provides a brief overview of the Nazi Party's beliefs and early history, but it lacks depth and detail. Additionally, it does not provide a critical analysis of the Nazi Party's ideology or actions.** (2 x 2) (4)

1.3.3 Give One example, according to the source, of a significant event in Hitler's life during his early leadership of the Nazi Party.



- ‘...In 1923, the Nazis tried to overthrow the government in Munich but failed. Their attempt was called a putsch....’

(1 x 1) (1)

1.3.4 Explain the concept of anti-Semitism in the context of the Nazi Party's ideology.

- **Anti-Semitism refers to the prejudice and discrimination against Jewish people. In the context of the Nazi Party's ideology, anti-Semitism was a central belief, with the party blaming Jewish people for Germany's economic and political problems. This led to persecution, violence, and ultimately, the systematic murder of six million Jews during the Holocaust.**

(1 x 2) (2)

[8]

1.4 Consult sources 1C and 1D. Comment on how source 1C differs from Source 1D regarding the representation of Adolf Hitler.

- Source 1C differs from Source 1D in its representation of Adolf Hitler. Source 1C provides a written description of Hitler's life and actions as the leader of the Nazi Party, focusing on his beliefs, policies, and events. In contrast, Source 1D is a photograph of Hitler in full military uniform, giving the iconic Nazi salute, providing a visual representation of Hitler's image and persona. While Source 1C provides contextual information about Hitler's life and actions, Source 1D presents a powerful and enduring image of Hitler as a symbol of the Nazi Party.

(2 x 2) (4)

[4]

1.5 Consult Source 1D.

1.5.1 What messages did the Nazi salute convey?

- **The Nazi salute conveyed loyalty to Adolf Hitler and the Nazi Party, as well as glorification of the German nation**

(1 x 2) (2)

[2]

1.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80

words) explaining how did the treaty of Versailles contribute to the rise of the Nazi party in Germany after World War I?

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

Learners could include the following aspects in their response:

- The Treaty of Versailles contributed to the rise of the Nazi Party in Germany after World War I by imposing harsh penalties, leading to widespread resentment and economic hardship (Source 1B).
- The treaty's conditions, including significant reparations and territorial losses, fuelled German anger and nationalism (Source 1B).
- Hitler and the Nazi Party capitalized on this sentiment, blaming the Weimar government for signing the treaty and promising to restore German pride and power (Source 1C).

Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner e.g., shows little or no understanding on how did the treaty of Versailles contribute to the rise of the Nazi party in Germany after World War I • Uses evidence partially to report on topic or cannot report on topic.	MARKS 0–2
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic e.g., shows some understanding on how did the treaty of Versailles contribute to the rise of the Nazi party in Germany after World War I • Uses evidence a very basic manner.	MARKS 3–5
LEVEL 3	• Uses relevant evidence e.g., demonstrates a thorough understanding on how did the treaty of Versailles contribute to the rise of the Nazi party in Germany after World War I • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	MARKS 6–8

(8)

[50]

SECTION B: ESSAY QUESTIONS

Your essay should be about TWO pages long.

QUESTION 2: WORLD WAR II (1919-1945): WORLD WAR II: EUROPE

The Nazis used extermination camps, genocide and mass murder, including the 'Final Solution' (the Holocaust) to deal with their political opponents and other undesirables.

Do you agree with this statement? Use relevant historical evidence to support your line of argument.

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

SYNOPSIS

Learners need to indicate whether they agree or disagree with the statement. If they agree they need to explain whether the Nazis used extermination camps, genocide and mass murder, including the 'Final Solution' (the Holocaust) to deal with their political opponents and other undesirables. If they disagree, they should support their line of argument with relevant historical evidence.

MAIN ASPECTS

Learners should include the following aspects in their response:

Introduction: Learners need to indicate whether they agree or disagree with the statement whether the Nazis used extermination camps, genocide and mass murder, including the 'Final Solution' (the Holocaust) to deal with their political opponents and other undesirables. They should also indicate how they intend supporting their line of argument.

ELABORATION

- The Nazis' use of extermination camps, genocide, and mass murder
- The 'Final Solution' (the Holocaust)
- The impact of the Nazis' policies on Jews, Romani people, homosexuals, disabled individuals, and political opponents
- The role of Nazi ideology and anti-Semitism in the Holocaust
- **Conclusion:** Candidates should tie up their argument with a relevant conclusion.

[15]

TOTAL 50