GRADE 11

HISTORY PAPER 2

MARKING GUIDELINES

JUNE/ MIDYEAR EXAMINATION



09 JUNE 2025

THIS MARKING GUIDELINE CONSISTS OF 16 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 organization of relevant information from sources • Define historical concepts/terms	**30% (15)**
LEVEL 2	• Interpretation of evidence from sources. • Explain information gathered from sources. • Analyse evidence from sources.	**40% (20)**
LEVEL 3	• Interpret and evaluate information evidence from sources. • Engage with sources to determine its usefulness, reliability, bias, reliability and usefulness and limitations. • Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions.	**30% (15)**

1.2. The information below indicates how Source-Based questions are assessed:

- In marking all source-based questions credit needs to be given any other valid and relevant viewpoints, arguments, evidence or examples.
- In the allocation of marks emphasis should be placed on addressing the requirements of the question.
- In these marking guidelines 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 response to a paragraph question.

- Read a paragraph and place a bullet (•) at each point within the text where the candidate has used evidence to address the question
- Re-read the paragraph to evaluate the extent to whiuch the candidate has been able to use relevant evidence to write a paragraph.

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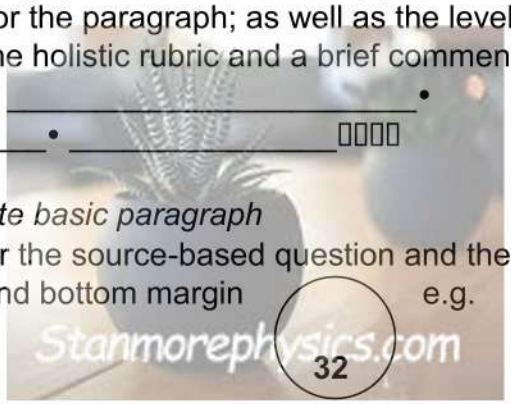
- At the end of the paragraph indicate the ticks (✓) that the candidate has been awarded for the paragraph; as well as the level (L1, L2 or L3) as indicated in the holistic rubric and a brief comment e.g

_____• _____•
_____• _____✓✓✓✓

Level 2=4

Used mostly evidence to write basic paragraph

- Count all the ticks for the source-based question and then write the mark on the right hand bottom margin e.g.



- Ensure that the total mark is transferred accurately to the front/back cover of the answer script next to the appropriate number of the question

2. ESSAY QUESTIONS

2.1. The essay questions require candidates to:

- Be able to structure the argument in a logical and coherent manner. They need to select, organize 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 th 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 credit for any other relevant answer .

2.3 Global assessment of the essay

The essay writing 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.

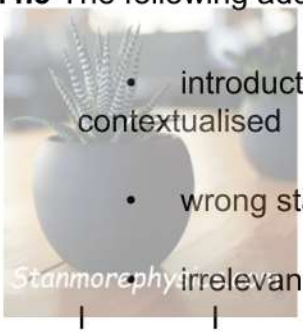
2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing essay writing.

2.4.2.

During the first reading of the extended writing 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 contextualised (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 The following additional symbols can also be used:



- introduction, main aspects and conclusion not properly contextualised

- wrong statement

- irrelevant statement I

I I

- Repetition
  R
- Analysis
  A√
- Interpretation

□√

- Line of Argument

LOA ↕

2.5. The matrix

2.5.1 Use of analytical matrix in the marking of essays:

In the marking of essay, 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).

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

C	LEVEL 4	

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	



GLOBAL ASSESSMENT OF ESSAYS: TOTAL MARKS: 50

PRESENTATION → / CONTENT ↓	**LEVEL 7** 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, sustained and defended the argument throughout. Independent conclusion is drawn from evidence to support the line of argument	**LEVEL 6** 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.	**LEVEL 5** Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.	**LEVEL 4** Planned and structured an argument. Evidence is used to some extent to support the line of argument. Conclusions reached based on evidence.	**LEVEL 3** Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.	**LEVEL 2** Attempts to structure an answer. Largely descriptive, or some attempt at developing an argument. No attempt to draw a conclusion	**LEVEL 1** Little or no attempt to structure the essay.
LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	**47 – 50**	**43 – 46**					
LEVEL 6 Question has been answered. Content selection relevant to line of argument.	**43 – 46**	**40 – 42**	**38 – 39**				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.	**38 – 39**	**36 – 37**	**34 – 35**	**30 – 33**	**28 - 29**		
LEVEL 4 Question is recognisable in answer. Some omissions or irrelevant content selection.			**30 – 33**	**28 – 29**	**26 – 27**		
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.				**26 – 27**	**24 – 25**	**20 – 23**	
LEVEL 2 Question inadequately addressed. Sparse content.					**20 – 23**	**18 – 19**	**14 – 17**
LEVEL 1 Question inadequately addressed or not at all. Inadequate or irrelevant content.						**14 – 17**	**00 – 13**

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***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 – 6

- Question inadequately addressed and vague; little attempt to structure the essay = 7 - 13

SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: HOW WAS AFRIKANER NATIONALISM PROMOTED IN SOUTH AFRICA DURING THE 1930s TO 1940s?

1.1

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

- Resentment over the unequal distribution of status
- Unequal distribution of wealth
- Political control
- Fear of cultural absorption

(Any 2 x 1) (2)

1.1.2 [Interpretation of evidence from Source 1A – L2

- Black South Africans

(1 x 2) (2)

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

- The Afrikaner gained partial independence
- The Afrikaners asserted their separate identity.
- Afrikaners established themselves as a volk
- Afrikaans became the official language of the Afrikaners
- Different Afrikaner organisations were formed to promote the political, economic and social rights of Afrikaners
- *Any other relevant response*

(1 x 2) (2)

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

- Trek to cities.
- Boer's defeat at the hand of the British

(2 x 1) (2)

1.2

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

- To promote Afrikaner political, cultural and economic interest

(1 x 2) (2)

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

- Only Afrikaans-speaking white people could belong to the organisation
- Nobody really knew who the members of the Afrikaner Broederbond were
- *Any other relevant response*

(2 x 2) (4)

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

- Members of the Afrikaner Broederbond became members of the National Party.

- The Afrikaner Broederbond became the 'thinktank' of the National Party.
- Afrikaner Broederbond members began to hold key positions in the National Party
- They wanted to ensure that political power remain in the hands of the Afrikaner.
- *Any other relevant response*

(2 x 2) (4)

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

- It was limited to men
- Being divorced
- Irregular church attendance

(2 x 1) (2)

1.3

1.3.1 [Definition of historical concepts from Source 1C -L1]

- Uniting people of a particular language group
- Any other relevant response

(1 x 2) (2)

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

- They lost their independence to Britain
- The suffering of their women and children in the concentration camps during the South African War
- *Any other relevant response*

(2 x 2) (4)

1.3.3

- *[Extraction of evidence from Source 1C - L1]*
  Nasionale Pers
- Afrikaner-Broederbond
- Sanlam
- AVBOB
- The Voortrekkers
- FAK
- Helpmekaar
- KWV
- Volkskas

(Any 2 x 1) (2)

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

- Laws were implemented to reserve certain jobs for whites
- Laws were implemented to segregate the different population groups in South Africa
- Black South Africans were to have no political rights in the 'white' areas
- *Any other relevant response*

(2 x 2) (4)

1.4

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

- To vote for the National Party and ensure that the political power remains in the hands of the white minority
- To preserve South Africa for whites only
- To ensure and protect a racially pure race for the future
- *Any other relevant response*

(2 x 2) (4)

1.4.2 [Extraction of evidence from Source 1D – L1]

- Capitalist
- Communist
- Imperialist
- Jews

(Any 2 x 1) (2)

1.5 [Comparison of information from Sources 1C and 1D – L3]

- Both sources show that the National Party wanted to ensure that the Afrikaners would be dominant in every sphere in South African society.
- Source 1C shows that the National Party had an anti-imperialist attitude and Source 1D shows the National Party encourages no fusion with the imperialists
- Source 1C refers to Malan's aim to protect South Africa against outside influences of capitalism and communism and Source 1D shows the NP's determination to protect South Africa from foreign elements
- *Any other relevant response*

(2 x 2) (4)

1.6 [Interpretation, comprehension and synthesis of evidence from relevant sources – L3]

Candidates should include some of the following aspects in their answer:

- The trek to the cities and Boer defeat by Britain shaped Afrikaner Nationalism (Source 1A)
- Afrikaner Nationalists launched a cultural, economic and political struggle (Source 1A)
- Afrikaner-Broederbond served the social, economic and political interest of the Afrikaner (Source 1B)
- Formed different organisations to promote Afrikaner Nationalism (Source 1B and Source 1C)
- Afrikaner-Broederbond ensured that the 'right' person is appointed in top positions (Source 1B)
- Purified NP laid the foundation for Afrikaner Nationalism (own knowledge)
- NP promoted the interest of the Afrikaner (Source 1C)
- NP united the Afrikaner (own knowledge)

- Afrikaner Nationalism revived with centenary celebrations (Source 1C)
- NP strove to create a pure white race (own knowledge)
- 'Volksmoeder' used to encourage Afrikaners to vote for the NP (Source 1D)
- Afrikaners will be protected by NP (Source 1D)
- *Any other relevant response*

Use the following rubric to allocate marks

LEVEL 1	• Uses evidence in an elementary manner, e.g. **show no or little understanding of how Afrikaner Nationalism was promoted in South Africa during the 1930s to 1940s.** • Uses evidence partially to report on topic or cannot write a paragraph.	**Marks: 0–2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic, e.g. **shows some understanding of how Afrikaner Nationalism was promoted in South Africa during the 1930s to 1940s.** x Uses evidence in a very basic manner to write a paragraph.	**Marks: 3–5**
LEVEL 3	• Uses relevant evidence, e.g. **demonstrates a thorough understanding of how Afrikaner Nationalism was promoted in South Africa during the 1930s to 1940s** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**Marks: 6–8**

QUESTION 2: HOW DID NAZI PROPAGANDA LEAD TO THE EXTERMINATION OF MINORITIES IN NAZI GERMANY?

2.1

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

- He believed in the hierarchy of races.
- He believed in the ideas of Social Darwinism.
- It was critical to maintain racial purity. (3 x 1) (3)

2.1.2 [*Extraction of information from Source 2A – L1***]**

- They had the responsibility to subjugate inferior races.
- They had the ability to remain pure.
- They have the finest genes. (3 x 1) (3)

2.1.3 [*Interpretation of evidence from Source 2A – L2***]**

- He was influenced by pseudo-scientific theories of racism.
- He believed that the Jews were sub-humans.
- He blamed them for the defeat of Germany during WW2.
- He saw them as a threat to the purity of the German race.
- Any other relevant answer. (Any 2 x 2) (4)

2.1.4 [*Definition of a historical concept from Source 2A – L1***]**

- A strong feeling of hatred against Jewish people.
- Fundamental prejudice against anyone of Jewish extraction. (Any 1 x 2) (2)

2.1.5 [*Evaluation and interpretation of evidence from Source 2A – L2*]

CANNOT BE JUSTIFIED

- Hitler's views were fundamentally racist.
- He was motivated by extreme hatred of the Jews.
- He wanted a scapegoat to blame for the misfortune of Germany.

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- He was actually promoting racial hatred.
- His views amounted to hate speech.
- Any other relevant response. (Any 2 x 2) (4)

2.2.1 [*Extraction of evidence from Source 2B – L1***]**

- They learn from the superior Aryan race.

2.2.2 [*Extraction of information from Source 2B – L1*]

- The Aryan race should remain pure.
- Not to be contaminated by inferior races. (1 x 2) (Any 1 x 2)

2.2.3 [*Interpretation and evaluation of evidence from Source 2B – L2***]**

RELIABLE (Not Reliable must not be accepted)

- The views attributed to Hitler are consistent with his actions.
- It is an extract from a book written by Hitler.
- The subsequent actions of Hitler's government are testimony of the views he held.
- Any other relevant response. (Any 1 x 2) (2)

2.2.4 [*Interpretation of evidence from Source 2B – L2***]**

- The Germans would develop a deep-seated hatred of Jews
- The Jews were blamed for all that was not right in Germany
- The erstwhile united German nation was divided along ethnic lines
- Created a society founded on mistrust and suspicion
- Bred racial prejudice
- Any other relevant response. (Any 2 x 2) (4)

2.3 [*Comparison of Source 2A and 2B – L2***]**

- Both sources relate to the racist treatment views held against the Jews by the Nazis.

• In Source 2A Hitler's views on race are stated and Source 2B corroborates the views contained in Source 2A.

• Both sources represent German prejudice against the Jews.

• In Source 2B Hitler puts forward his justification as to why he believes in Source 2A that the Jews are an inferior race.

• Any other relevant answer. (Any 2 x 2) (4)

2.4

2.4.1 [*Extraction of information from Source 2C – L1***]**

- in January 1942 (1 x 1) (1)

2.4.2 [*Definition of a historical concept from Source 2C – L1***]**

• Deliberate, systematic and senseless mass killing of Jews and other minorities by Nazi Germany during the Second World War. (1 x 2) (2)

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

• Almost an entire generation of the Jews was killed.

• The aim of the Nazis was to wipe the Jews out of the face of the earth.

• The killing was planned and deliberate, and executed by government agencies.

• Any other relevant response. (Any 1 x 2) (2)

2.4.4 [*Extraction of information from Source 2C – L1***]**

• Poland (1 x 1) (1)

2.5

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

• The inhuman treatment of Jews under Nazi Germany.

• The brutality of Nazi Germany.

• Any other relevant response. (Any 1 x 2) (2)

2.5.2 [*Comparison of Source 2C and 2D – L2***]**

- To show the extent of Nazi brutality to the rest of the world.
- To portray USA as the liberator of the Jews from German subjugation.
- To provide evidence of the imminent defeat of Germany.
- Any other relevant response. (Any 2 x 2) (4)

2.6 [*Paragraph – Interpretation, analysis and synthesis of information from a selected sources – L3*]

The candidate must use relevant sources in order to answer this question. Reference must be made to all the sources as evidential material.

- Hitler's ideas formed the basis of Germany's attitude towards the Jews.
- Hitler believed the hierarchy of races where the Jews are at the base of that order. (Source2A)
- The Germans were indoctrinated into believing that they belonged to a superior master race. (Source 2A)
- This propaganda was justified by references to pseudo-scientific theories.
- Hitler's hatred and prejudice against the Jews is dramatically detailed in Source 2B.
- Jews were described as parasites and devious. (Source 2B)
- The Nazi government had a clearly stated goal of annihilating all Jews in the Reich. (Source2C)
- The mass killing of Jews was a result of a concerted effort to dehumanise them. (Source2C)
- Source 2D shows in photographic details how the Jews were treated in the concentration camps.

Use the following rubric to allocate a mark.

LEVEL 1	• Uses evidence in an elementary manner e.g. shows little or no understanding **of how Nazi propaganda led to the extermination of the Jews.**	**Marks: 0–2**
LEVEL 2	• Uses evidence partially to report on topic or cannot report on topic. • Evidence is mostly relevant and relates to a great extent to the topic e.g. **shows some understanding of how Nazi propaganda led to the extermination of the Jews**. • Uses evidence in a very basic manner.	**Marks: 3–5**
LEVEL 3	• Uses relevant evidence e.g. demonstrates a thorough understanding of **how Nazi propaganda led to the extermination of the Jews.** • Evidence relates well to the topic • Uses evidence very effectively in an organised paragraph.	**Marks: 6-8**

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QUESTION 3: NATIONALISM IN SOUTH AFRICA – AFRICAN NATIONALISM

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

SYNOPSIS

Candidate should critically analyse how the formation of the Union of South Africa influenced the rise of African Nationalism in South Africa from 1910 to 1953.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates need to take a stance and demonstrate how African Nationalism was strengthened in South Africa.

ELABORATION

- Formation of the SANNC in 1912 to oppose discrimination and to win political rights
- SANNC wanted to unite everyone who were oppressed by whites
- SANNC sent a delegation to London in 1914 to appeal against the Native Land Act but were not successful
- In 1923 the SANNC changed its name to the ANC
- Formation of ICU in 1919 addressing the grievances of the black dock workers – fought against government policies
- ICU had mass support – ANC had the support of the elite x Formation of the SACP addressing black workers grievances
- Spread of education led to growing awareness of the ideas of freedom and democracy
- The influence of the Second World War – many blacks involved fought for freedom and democracy
- Young members of the ANC became more militant and formed the ANC Youth League
- Youth League accused the ANC of representing the elite and not the masses
- 1953 saw the ANC Freedom charter call for a democratic South Africa regardless of race
- Any other relevant response

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

[50]

QUESTION 4: IDEAS OF RACE IN THE LATE 19th AND 20th CENTURIES

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

To what extent did the Pseudo-scientific racial theories classify Aborigines as inferior and justify their exclusion from society and basic human rights.

Use relevant historical evidence to justify your answer

[50]

Synopsis
Candidates must explain to what extent did the Pseudo-scientific racial theories classify Aborigines as inferior and justify their exclusion from society and basic human rights.

Introduction:
Candidates must take a stance (Greater or Lesser) explain to what extent did the Pseudo-scientific racial theories classify Aborigines as inferior and justify their exclusion from society and basic human rights.

ELABORATION

- British colonisation and occupation of Australia.
- Policy of an 'empty land' – *terra nullius.*
- Persecution of the Aboriginal communities.
- Application of eugenics policies on the Aborigines.
- The land question and the National Blanket Day.
- White immigration from Europe.

REASONS FOR THE ASSIMILATION POLICY

- White Australians accepted the concept of 'survival of the fittest'
- This concept of 'white supremacy' led to the oppression of Aborigines
- Impact of royal commission (1904) investigating the 'Aboriginal problem'
- Attempts were made to keep Australia racially pure

What was the impact of the Assimilation Policy?

- Solution' to the Aboriginal 'problem' resulted 'half castes' placed in foster care and missions
- This policy was aimed at integration of 'half castes' into white society: Officials wanted 'Half Castes' to lose all contact with Aboriginal culture and turn their back on their 'savage ways'
- The aim was to create a white utopia or paradise
- This policy wanted to 'breed out' Aboriginal blood
- White mothers encouraged to have more children – five pounds for each white child born.
- Racial decay and racial suicide – influencing immigration policies.
- Policy of assimilation.
- The Stolen Generation – half-caste children.
- Lost identity.
- Genocide – a generation of Aborigines decimated.

- Attempts at reconciliation – National Sorry Day, rejection of the terra nullius policy.

The argument FOR assimilation/ the Aborigines Protection Act:

- Assimilation was intended to manage the aboriginal population
- Its aim was to provide welfare and education
- This policy was one of upliftment
- The policy was aimed to prevent children from inheriting the poverty of their parents
- The Policy was supposed to benefit the children
- Contact between whites and 'half castes' were encouraged
- Intermarriage between 'half castes' was opposite of breeding 'the best with the best'
- Assimilation was intended to promote progress
- To prevent political conflict
- To promote equal citizenship
- The mixing of genes was to improve the racial stock (preventing of skin cancer in whites)
- 'Dark blood' might improve the white race
- Assimilation could not be compared with Germany's extermination
- Assimilation in Australia was based on cultural superiority not biological superiority

CONCLUSION: Candidates should tie up the argument with a relevant conclusion with due regard to the stance taken in the introduction. **[50]**

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TOTAL: 100