



Access fun Grade 8–12 quizzes, matric past papers, K53 learner mock tests, and NBT prep!

All in one easy-to-use app.

DOWNLOAD GO STUDY NOW



Tap on the buttons above to download the app

 www.gostudy.club



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 11

NOVEMBER 2015

**HISTORY P1
MEMORANDUM**

MARKS: 150

This memorandum consists of 23 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 (L1)	<ul style="list-style-type: none"> • Extract evidence from sources. • Selection and organisation of relevant information from sources. • Define historical concepts/terms. 	30% (15)
LEVEL 2 (L2)	<ul style="list-style-type: none"> • Interpretation of evidence from sources. • Explain information gathered from sources. • Analyse evidence from sources. 	40% (20)
LEVEL 3 (L3)	<ul style="list-style-type: none"> • Interpret and evaluate evidence from the 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. 	30% (15)

1.2 **The following information below indicates how to source-based questions are assessed:**

<ul style="list-style-type: none"> • 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.

2. EXTENDED WRITING

2.1 The extended writing questions focus on one of the following levels:

LEVELS OF QUESTIONS

LEVEL 1	<ul style="list-style-type: none"> Discuss or describe according to a given line of argument set out in the extended writing question. Plan and construct an argument based on evidence, using the evidence to reach a conclusion.
LEVEL 2	<ul style="list-style-type: none"> Synthesise information to construct an original argument using evidence to support the argument. Sustain and defend a coherent and balanced argument with evidence. Write clearly and coherently in constructing the argument.

2.2 Marking of essays 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 answer.

2.3 Global assessment of the essay

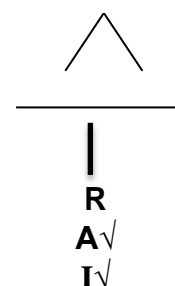
The essay will be assessed holistically (globally). This approach requires the teacher to **score** the overall product **as a whole, without scoring the component parts separately**. This approach encourages the learner to offer an individual opinion by using selected factual evidence to support an argument. The learners 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' opinion 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 and
- The learner's interpretation of the question

2.4 Assessment procedures of the essay

- 2.4.1 Keep the synopsis in mind when assessing essays.
- 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 memorandum) each of the main points/aspects that is properly contextualised (also indicated by bullets in the memorandum) and a relevant conclusion (indicated by a bullet in the memorandum) e.g. in an answer where there are 5 main points there will be 7 ticks – one for the introduction and another one for conclusion.
- 2.4.3 The following additional symbols can also be used:

- Introduction, main aspects and conclusion not properly contextualised
- Wrong statement
- Irrelevant statement
- Repetition
- Analysis
- Interpretation



2.5 The Matrix

- 2.5.1 Use of analytical matrix in the marking of essay:

In the marking of essays, with reference to page 5, the given criteria shown in the matrix should be used. In assessing the extended writing note should be taken of 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 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 essay will relate to the level (on the matrix) of **presentation**.

C	LEVEL 4	
P	LEVEL 5	

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

C	LEVEL 4	33–34
P	LEVEL 5	

MARKING MATRIX FOR ESSAY: TOTAL MARKS – 50 (THE MATRIX)

PRESENTATION 	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
	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.
CONTENT 	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 a 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 recognisable in answer. Some omissions or irrelevant content selection.			30–33	28–29	26–27	
	LEVEL 3 Content selection does not 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
	LEVEL 1 Question inadequately addressed or not at all. Inadequate or irrelevant content.						14–17
						14–17	0–13

SECTION A: SOURCE-BASED QUESTIONS**QUESTION 1: HOW DID MASS MOBILISATION OF THE PEOPLE LED TO THE DOWNFALL OF THE TSARIST REGIME IN RUSSIA IN 1917?**1.1 1.1.1 *[Extraction of evidence from Source 1A – L1]*

- A government where the ruler exercises power to the exclusion of the people.
- A government where the people have no say in matters of state.
- The ruler rules with despotic powers.
- Any other relevant response. (Any 1 x 2) (2)

1.1.2 *[Extraction of evidence from Source 1A – L1]*

- An opportunity for Russia to modernise herself. (1 x 2) (2)

1.1.3 *[Interacting with and interpretation of evidence from Source 1A – L2]*

- He was protecting the privileges of the ruling elite.
- Had no regard for democracy and human rights.
- Any reform would challenge the power basis of the monarchy.
- Had no respect for the ordinary people. (Any 2 x 2) (4)

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

- They wanted political reforms.
- They viewed the government as incompetent and corrupt.
- They realised that the Tsar was not interested in improving the lot of the unprivileged classes.
- Any other relevant response. (Any 1 x 2) (2)

1.2 1.2.1 *[Extraction of evidence from Source 1B – L1]*

- The government was incompetent.
 - Government was responsible for economic hardships.
- (Any 1 x 2) (2)

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

- To present a petition to the Tsar.
 - To highlight the grievances of the people.
- (Any 1 x 2) (2)

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

- They were acting on the instruction of the tsar.
 - The army felt threatened by the crowd.
 - The army wanted to suppress any form of discontent against the tsar.
 - Any other relevant response.
- (Any 1 x 2) (2)

1.2.4 *[Evaluate and interpret evidence from Source 1B – L3]*

- It mobilised the people to protest against government inefficiency.
 - A greater number of people across Russia were influenced by the demonstration.
 - The tsar was sensitised to the suffering of the people.
 - It presented an opportunity for Russians to act in unity.
 - Any other relevant response.
- (Any 1 x 2) (2)

1.3 *[Comparison and analysis of evidence from Sources 1B and 1C – L2]*

- In Source 1A the people are turned against the tsar and as a consequence we see them protesting against the government in Source 1B.
 - Both sources highlight the discontent and mobilisation of the masses.
 - Any other relevant response.
- (Any 1 x 2) (2)

1.4 1.4.1 *[Explanation/definition of a historical concept from Source 1C – L2]*

- They demanded better working conditions.
- They demonstrated against slave wages.
- There were food shortages in Russia.
- Life was tough even for the employed.
- Any other relevant response. (Any 2 x 2) (4)

1.4.2 *[Interpretation and analysis of evidence from Source 1C – L2]*

- They also were experiencing the same difficulties as the demonstrators.
- They wanted a change for the better.
- Saw an opportunity to act against the tsar under the protection of the masses.
- Any other relevant response. (Any 2 x 2) (4)

1.4.3 *[Definition of a historical concept using evidence from Source 1C – L1]*

- A soviet is an elected council of workers' committees.
- A representative body of workers that exercises political power.
- Any other relevant response. (Any 1 x 2) (2)

1.5 1.5.1 *[Interpretation and analysis of evidence from Source 1D – L2]*

- He believed that the people were ready for a successful revolution.
- The Bolsheviks were enjoying unprecedented support and popularity.
- Even state institutions were ready for a change of government.
- Any other relevant response. (Any 1 x 2) (2)

1.5.2 *[Analysis and interpretation of evidence from Source 1D – L2]*

JUSTIFIED

- The people were ready.
- The Bolsheviks were accepted as *de facto* governing party in Russia.
- The Kerensky government did not enjoy the support of the people.
- Any other relevant response.

OR

NOT JUSTIFIED

- The leadership of the Bolsheviks were in doubt and that could have led to failure.
- It could have led to bloodshed and loss of countless lives.
- Any other relevant response. (Any 1 x 2) (2)

1.5.3 *[Extraction of evidence from Source 1D – L1]*

- Ending of Russia's participation in WWI.
- Abolition of all private ownership of land.
- Creation of a system of worker's control of factories. (3 x 1) (3)

1.6 1.6.1 *[Analysis and evaluation of information from Source 1D – L2]*

- The armed forces were also in support of the Bolsheviks.
- Some of the uniformed personnel represent the soldiers who had defected to the side of the revolutionaries.
- Any other relevant answer. (Any 1 x 2) (2)

1.6.2 *[Evaluation of the reliability of Source 1E – L2]*

RELIABLE (A response. that says the source is unreliable should not be accepted.)

- The source is a visual source showing Lenin addressing the people in person.
- There is a huge crowd in attendance listening to Lenin and this is in keeping with popularity of the Bolsheviks in Russia.
- The source is very credible (Encyclopaedia Britannica).
- The uniformed personnel in the crowd confirms the defection of police and soldiers to the ranks of the revolutionaries.
- Any other relevant response. (Any 1 x 3) (3)

1.7 [Paragraph – interpretation, analysis and synthesis of information from all relevant sources – L3]

- Bolsheviks came into power as a result of the October Revolution in 1917, a peoples' uprising.
- The people lost hope of any voluntary reforms coming from the tsar. (Source 1A)
- The people began to look at ways of removing the incompetent government. (Source 1A)
- The 1905 Revolution became the first attempt at challenging the authority of the state. (Source 1B)
- The second attack of the government took place in 1917, the February Revolution. (Source 1C).
- The tsar abdicated and was replaced by a provisional government. End of autocracy in Russia. (Source 1C).
- The Bolsheviks, under Lenin, gained a lot of support.
- Bolsheviks overthrew the government in October 1917. (Source 1D)
- Popularity of the Bolsheviks is evident in Source 1E.

Use the following rubric to allocate a mark.

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. shows little or no understanding of the extent to which the peoples' struggles led to the downfall of the tsar. • Uses evidence partially to report on topic or cannot report on topic. 	Marks: 0–2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic, e.g. shows some understanding of the extent to which the peoples' struggles led to the downfall of the tsar. • Uses evidence in a very basic manner. 	Marks: 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence, e.g. demonstrates a thorough understanding of the extent to which the peoples' struggles led to the downfall of the tsar. • Evidence relates well to the topic. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	Marks: 6–8

(8)
[50]

QUESTION 2: DID ROOSEVELT'S NEW DEAL ACHIEVE THE OBJECTIVES OF RELIEF, REFORM AND RECOVERY FOR THE AMERICAN ECONOMY?

2.1 2.1.1 *[Extraction of information from Source 2A – L1]*

- Speculators lost their shares
- Banks closed
- Money supply diminished
- Companies went bankrupt
- Workers lost their jobs (Any 4 x 1) (4)

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

- The collapse of a country's economy leading to the devaluation of that country's currency.
- Failure of the US economy after the collapse of the New York Stock Exchange in 1929.
- An economic crisis that followed a decade of economic prosperity in the USA.
- Any other relevant response. (Any 1 x 2) (2)

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

JUSTIFIED

- He believed that the economy would in due course recover from the setback.
- It was government policy not to interfere in the economy as he had faith in the functioning of the economy.
- They were buoyed by the prosperity of the 1920s.
- Any other relevant answer.

OR

NOT JUSTIFIED

- His government failed to recognise the enormity of the problem they were facing.
- Government disregarded the accumulative effects of the fault lines in the US economy.
- His trust in the free market economy was exaggerated.
- Any other relevant response. (Any 2 x 2) (4)

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

- Hoover believed that the government **should not try** to resolve the economic crisis, while Roosevelt felt that the government **needed to intervene** strategically.
- Hoover hoped for an economic recovery influenced by the **principles of a free market economy**, in the meantime Roosevelt held the view that the government had the **responsibility to direct economic recovery**.
- Hoover's approach was influenced by the Republican Party whereas Roosevelt advanced the policy of the Democratic Party.
- Any other relevant response. (Any 2 x 2) (4)

2.2 2.2.1 *[Extraction of evidence from Source 2B – L1]*

- The customers believed that the banks may run out of money and close.
- Fear of losing their savings.
- Did not trust the banks to survive the crisis. (Any 1 x 2) (2)

2.2.2 *[Interpretation of information from Source 2B – L2]*

- The public received information that enabled them to understand the challenges facing the banking sector.
- The public regained confidence in the banks.
- Provided comfort for the investors in that they could see that government had a plan for the banking sector.
- Any other relevant answer. (Any 1 x 2) (2)

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

- He did not want to cause further panic and strain in the economy. (1) (1)

2.2.4 *[Analysis, evaluation and interpretation of evidence from Source 2B – L2]***JUSTIFIED (A response. that says not justified is unacceptable)**

- He wanted to create confidence in the banking sector.
- He wanted an emergency legislative framework to regulate the banking environment.
- He needed to facilitate economic recovery.
- The situation necessitated quick government response.
- Any other relevant response. (Any 2 x 2) (4)

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

- There was unprecedented stability in the banking sector. (1 x 2) (2)

- 2.3 2.3.1 *[Interacting with Source 2C as a stimulus to formulate a response – L2]*
- More than twenty dams were built.
 - Cheap hydro-electricity was generated.
 - Low-cost housing.
 - Employment opportunities created.
 - Any other relevant response. (Any 2 x 2) (4)
- 2.3.2 *[Interpretation, analysis and comparison of evidence from Source 2C and Source 2A – L2]*
- Source 2C shows Roosevelt signing the Tennessee Valley Authority Act as part of government intervention in the economy which is captured very well in Source 2A.
 - Source 2C shows members of the Roosevelt administration fully behind the president in his efforts, while in Source 2A Hoover's indecision made the impact of the depression worse.
 - Any other relevant answer. (Any 2 x 2) (4)
- 2.3.3 *[Evaluation, analysis and interpretation of evidence from Source 2C – L3]*
- The source only deals with one aspect of the New Deal.
 - The signing ceremony could have been a publicity stunt.
 - Any other relevant response. (Any 1 x 2) (2)
- 2.4 2.4.1 *[Evaluation and interpretation of information from Source 2D – L2]*
- It restored dignity of the American people.
 - Did not end the Depression, but led to the recovery of the US economy.
 - The suffering of the American population was minimised.
 - Excluded other American citizens from benefitting from the New Deal.
 - Segregation policies militated against the universal application of the New Deal. (Any 1 x 3) (3)
- 2.4.2 *[Interpretation and analysis of evidence from Source 2D – L2]*
- Segregation policies were applied.
 - The American society was still characterised by racial inequalities.
 - The government prioritised white people for relief support.
 - Gender-based segregation was in practice, hence women were not benefitting, as they should have from the New Deal.
 - Any other relevant answer. (Any 2 x 2) (4)

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

- Source 2A shows the contrasting administrations' response. to the US crisis.
- Roosevelt champions the cause of government intervention in the economy. (Source 1A)
- Relief measures are put in place.
- The banking crisis is dealt with in Source 2B.
- The passing of the Emergency Banking Act and the Fireside Chats restored investor confidence in the banking system and banks. (Source 2B)
- Source 2C shows government commitment to direct the economic recovery of USA.
- The success of the New Deal is emphasised in Source 2D and the fact that it restored the dignity of Americans.
- Source 2D also reveals the racial segregation and how it impacted those groups in society who were at the receiving end of the segregation policies.
- It can be boldly said the New Deal did, to a greater extent, succeed in bringing about relief, recovery and reform.

Use the following rubric to allocate a mark.

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. shows little or no understanding of the extent to success of the New Deal. • Uses evidence partially to report on topic or cannot report on topic. 	Marks: 0–2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic, e.g. shows some understanding of the extent of success of the New Deal. • Uses evidence in a very basic manner. 	Marks: 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence, e.g. demonstrates a thorough understanding of the success of the New Deal. • Evidence relates well to the topic. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	Marks: 6–8

(8)

[50]

QUESTION 3: HOW DID NAZI PROPAGANDA LEAD TO THE EXTERMINATION OF MINORITIES IN NAZI GERMANY?

- 3.1 3.1.1 *[Extraction of evidence from Source 3A – 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)
- 3.1.2 *[Extraction of information from Source 3A – 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)
- 3.1.3 *[Interpretation of evidence from Source 3A – 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)
- 3.1.4 *[Definition of a historical concept from Source 3A – L1]*
- A strong feeling of hatred against Jewish people.
 - Fundamental prejudice against anyone of Jewish extraction. (Any 1 x 2) (2)
- 3.1.5 *[Evaluation and interpretation of evidence from Source 3A – 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.
 - He was actually promoting racial hatred.
 - His views amounted to hate speech.
 - Any other relevant response. (Any 2 x 2) (4)

- 3.2 3.2.1 *[Extraction of evidence from Source 3B – L1]*
- They learn from the superior Aryan race. (1 x 2) (2)
- 3.2.2 *[Extraction of information from Source 3B – L1]*
- The Aryan race should remain pure.
 - Not to be contaminated by inferior races. (Any 1 x 2) (2)
- 3.2.3 *[Interpretation and evaluation of evidence from Source 3B – 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)
- 3.2.4 *[Interpretation of evidence from Source 3B – 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)

3.3 [Comparison of Source 3A and 3B – L2]

- Both sources relate to the racist treatment views held against the Jews by the Nazis.
- In Source 3A Hitler's views on race are stated and Source 3B corroborates the views contained in Source 3A.
- Both sources represent German prejudice against the Jews.
- In Source 3B Hitler puts forward his justification as to why he believes in Source 3A that the Jews are an inferior race.
- Any other relevant answer. (Any 2 x 2) (4)

3.4 3.4.1 [Definition of a historical concept from Source 3C – L1]

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

3.4.2 [Interpretation of evidence from Source 3C – L2]

- Almost an entire generation of the Jews was killed.
- The aim of the Nazis was 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)

3.4.3 [Extraction of information from Source 3C – L1]

- Poland (1 x 1) (1)

3.5 3.5.1 [Interpretation of evidence from Source 3D – L2]

- The inhuman treatment of Jews under Nazi Germany.
- The brutality of Nazi Germany.
- Any other relevant response. (Any 1 x 3) (3)

3.5.2 [Comparison of Source 3C and 3D – 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)

3.6 [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. (Source 3A)
- The Germans were indoctrinated into believing that they belonged to a superior master race. (Source 3A)
- This propaganda was justified by references to pseudo-scientific theories.
- Hitler's hatred and prejudice against the Jews is dramatically detailed in Source 3B.
- Jews were described as parasites and devious. (Source 3B)
- The Nazi government had a clearly stated goal of annihilating all Jews in the Reich. (Source 3C)
- The mass killing of Jews was a result of a concerted effort to dehumanise them. (Source 3C)
- Source 3D shows in photographic details how the Jews were treated in the concentration camps.

Use the following rubric to allocate a mark.

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. shows little or no understanding of how Nazi propaganda led to the extermination of the Jews. • Uses evidence partially to report on topic or cannot report on topic. 	Marks: 0–2
LEVEL 2	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 that shows an understanding of the topic. 	Marks: 6–8

(8)
[50]

SECTION B: ESSAY QUESTIONS**QUESTION 4: COMMUNISM IN RUSSIA, 1900–1940**

Candidates may answer only ONE of the following two essays.

4.1 SYNOPSIS

Candidates should indicate whether they agree or disagree with the question statement. The candidates should focus on the impact and success of the NEP on Russia's economy after the disastrous War Communism. The failures of War Communism and the criticism from ardent communists should be made a point of departure for the discussion.

MAIN ASPECTS**INTRODUCTION**

- Introduction should project the unhappiness of some in the Communist Party about the dual economic policy approach of Lenin and juxtapose War Communism's failure with the introduction of the more successful NEP. Reference be made to the unhappiness of ardent communists about what they called "creeping capitalism".

ELABORATION

- The Bolsheviks coming into power on a communist agenda
- Failure of War Communism—reaction of the peasants – lawlessness
- Revolt by the navy at the Kronstadt Naval Base
- Lenin's assessment of the situation
- Introduction of NEP – compromise with capitalism
- Focus on agriculture
- Focus on industry
- Focus on trade and banking
- Impact of the NEP on the Russian economy
- Criticism of NEP by ardent communists
- NEP and unemployment

CONCLUSION

- Candidates should tie up the argument with a relevant conclusion that is in keeping with the line of argument.

[50]**OR**

4.2 SYNOPSIS

Candidates should indicate the extent, whether greater or lesser, to which Stalin succeeded in modernising Russia. The content focus must be on economic development and planning under Stalin and the impact thereof on Russia. Having taken a stand the candidate must maintain a clear line of argument in support of the viewpoint taken.

MAIN ASPECTS

INTRODUCTION

- Introduction should focus on Stalin's efforts to consolidate communism in Russia and the modernisation and economic development of Russia through the Five Year Plan Programme.

ELABORATION

- Election of Stalin as the leader of Russia after Lenin
- Stalin's opposition to the NEP – withdrawal of the NEP
- Stalin's objectives – Economic Development and Planning
- Role of Gosplan
- First Five Year Plan – Agriculture, industry, mining
- Second Five Year Plan – Continued industrialisation, improvement on quality, improve standard of living
- Third Five Year Plan and the Second World War
- Impact on economy
- Closed nature of the Russian society

CONCLUSION

- Candidates should tie up the argument with a relevant conclusion that is in keeping with the line of argument.

[50]

QUESTION 5: CAPITALISM IN THE USA, 1900–1940

Candidates may answer only ONE of the following two essays.

5.1 SYNOPSIS

Candidates should demonstrate their understanding of the extent to which the underlying weaknesses (latent defects) in the American economy undermined long-term sustainable growth of the US economy and leading to the Great Depression. This understanding will be evident when candidates use historical knowledge and skills to construct their essay and maintain a clear and steady line of argument.

MAIN ASPECTS**INTRODUCTION**

- Introduction should focus on the nature of the American economy in the 1920s highlighting the integrated nature of the defects in that economy leading to the Great Depression.

ELABORATION

- Economic boom of the 1920s under the Republican Party
- Uneven distribution of wealth
- Isolation policy applied in the economy
- Large monopoly companies
- Government's failure to stop malpractices
- Unregulated banking system – Lack of monitoring
- Overproduction in agriculture
- Easy credit and extravagance
- Over speculation in the stock market
- Panic sales of shares
- Wall Street Crash, October 1929

CONCLUSION

- Candidates should tie up the argument with an appropriate conclusion relevant to the line of argument taken.

[50]**OR**

5.2 SYNOPSIS

Candidates should demonstrate a thorough understanding of the impact the Great Depression had on the economic, social and political life of USA. Specific examples to be given.

MAIN ASPECTS

INTRODUCTION

- Introduction should focus on the impact of the Great Depression and highlighting the link between the causes and consequences of the Great Depression.

ELABORATION

- Republican Party's policy of non-interference in the economy
- The collapse of the New York Stock Exchange – Black Thursday
- Economic collapse
- Industries closed down as business became unprofitable
- Unprecedented unemployment
- Inability to repay loans
- Closure of banks – recalled loans
- Houses and cars re-possessed by the banks
- Number of the homeless people, the hungry and the destitute increased
- Bread lines and soup kitchens
- Agricultural production slumped – 'Dust Bowl'
- Upsurge in social ills – crime
- Hoover – unable to solve the problems – 'Hoovervilles'
- 1933 elections – Democratic Party victory

CONCLUSION

- Candidates should tie up the argument with an appropriate conclusion.

[50]

QUESTION 6: IDEAS OF RACE IN THE LATE 19th AND 20th CENTURIES**SYNOPSIS**

Candidates to indicate in the affirmative or in the negative their stand in respect of the question posed and maintain a relevant line of argument. Candidates should analyse and discuss the effects of the application of eugenics and Social Darwinism as implemented by the white settler population in Australia. The candidates must demonstrate understanding of the link between the policy and practice. Also of importance is to indicate the extent to which these policies influenced the thinking of the white population in Australia.

MAIN ASPECTS**INTRODUCTION**

- Introduction should focus on the application and impact of eugenics and Social Darwinism in Australia by the white settler population. A definition of each of these concepts may be accepted. The candidates must demonstrate understanding of the link between these theories.

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
- 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

CONCLUSION

- Candidates should tie up the argument with a relevant conclusion that is in keeping with the assumed line of argument.

[50]**TOTAL: 150**