



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 11

NOVEMBER 2017

**HISTORY P1
MARKING GUIDELINE**

MARKS: 150

This marking guideline consists of 21 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	<ul style="list-style-type: none"> Extract evidence from sources Selection and organisation of relevant information from sources Define historical concepts/terms 	30% (15 marks)
LEVEL 2	<ul style="list-style-type: none"> Interpretation of evidence from sources Explain information gathered from sources Analyse evidence from sources 	40% (20 marks)
LEVEL 3	<ul style="list-style-type: none"> 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 	30% (15 marks)

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. $\frac{32}{50}$
- 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 The following additional symbols can also be used:

- Introduction, main aspects and conclusion not properly contextualised

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- Wrong statement _____
- Irrelevant statement |
|
|
- Repetition R
- Analysis A√
- Interpretation I√

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 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	

MARKING MATRIX FOR ESSAY: TOTAL: 50

	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.	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 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	0–13

* **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

QUESTION 1: COMMUNISM IN RUSSIA, 1900–1940**KEY QUESTION: WHAT WERE THE CAUSES OF THE BOLSHEVIK REVOLUTION IN RUSSIA IN 1917?**

1.1 1.1.1 *[Extraction of information from Source 1A – L1]*

- To immunise the workers against socialism/make sure the workers were not influenced by socialism
- To strengthen the workers allegiance/loyalty to the Orthodoxy and the tsar (2 x 1) (2)

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

- By the police (1 x 1) (1)

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

- He wanted to see real political change in Russia
- He realized that he was held in high regard and could influence audiences
- He identified with the suffering of the ordinary people
- He was popular among the masses
- Any other relevant response (Any 2 x 2) (4)

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

- A new parliament
- The vote
- Universal education
- A minimum wage
- An eight-hour working day
- Income tax
- Separation of church and state
- Amnesty for all political prisoners (Any 2 x 1) (2)

1.1.5 *[Interpretation and analysis of evidence from Source 1A and own knowledge to determine usefulness – L3]*

- The source refers to the attempts of the police to manipulate the masses and Father Gapon
- There is information about the police attempts at preventing the spread of communism
- Father Gapon's decision to work with the ordinary people attest to the growing opposition to the tsar
- There is evidence that the masses were willing to accept fundamental reforms from the tsar
- The source shows that the people of Russia demanded basic human rights
- Any other relevant response (Any 2 x 2) (4)

- 1.2 1.2.1 *[Extraction of information from Source 1B – L1]*
- No deductions from the workers' wages
 - No taxation on food (2 x 1) (2)
- 1.2.2 *[Extraction by quoting evidence from Source 1B – L1]*
- "Suppressed for supporting sailors" (1 x 2) (2)
- 1.2.3 *[Interpretation, analysis and evaluation of information from Source 1B – L3]*
- The workers were willing to play their part in the revolution that would result in a better political order for Russia
 - The workers were also oppressed and they wanted change
 - They wanted better working conditions
 - The workers identified with the revolution
 - The government had lost control of the workers
 - Any other relevant answer (Any 2 x 2) (4)
- 1.3 *[Comparison and analysis of the information from Source 1A and Source 1B – L3]*
- Both sources refer to demonstrations against the tsarist government
 - Both source contain demands for better working conditions
 - In Source 1A Gapon mobilises people against the government and Source 1B supports this with the depiction of demonstrating workers
 - Any other relevant response (Any 2 x 2) (4)
- 1.4 1.4.1 *[Interpretation and analysis of information from Source 1B – L2]*
- He meant that government had to withdraw from the First World War, must provide food and redistribute land
 - The people needed a conducive environment and enabling means to prosper
 - Any other relevant response (Any 2 x 2) (4)
- 1.4.2 *[Definition of a historical concept in context from Source 1C – L1]*
- Proletariat:**
- This concept refers to the working class according to the communist literature and conceptualisation.
 - The working class that was heavily influenced by the teachings of the communist doctrine in Russia.
 - Any other relevant answer. (Any 1 x 2) (2)

1.4.3 *[Interpretation and analysis of information from Source 1C – L2]*

- The Bolsheviks were gaining support even within the Russian military establishment
 - This indicated cracks within the government circles
 - Showed the willingness of the soldiers to stand with the people against the tsar and his government
 - Proved that the army was willing to take a stand against injustice
- (Any 2 x 2) (4)

1.5 1.5.1 *[Extraction of information from Source 1D – L1]*

- Trotsky (1 x 1) (1)

1.5.2 *[Extraction of information from Source 1D – L1]*

- New land distribution
 - End to the war (Russia's participation in WW1)
 - End of Kerensky's government
- (Any 2 x 1) (2)

1.5.3 *[Interpretation and analysis of information from Source 1D – L2]*

- The Kerensky government was weak
 - It never enjoyed the support of ordinary Russians
 - The Kerensky government failed to withdraw Russia from the war and to distribute land
 - Any other relevant response
- (Any 2 x 2) (4)

1.6 *[Paragraph – interpretation, analysis and synthesis of information from relevant sources and use of own knowledge – L3]*

- The causes of the 1917 Revolution were many and varied.
 - Russian police attempted to manipulate the workers and Father Gapon.(Source 1A)
 - Father Gapon realized that he had the support of the people and he abandoned his role as police agent to lead the demonstrations.(Source 1A)
 - Furthermore Source 1A refers to the mobilisation of the masses led by Father Gapon.
 - A march was organized to demand better working conditions for the Russian workers. (Source 1A)
 - Source 1A gives evidence of power slipping away from the tsar.
 - Source 1B shows workers demonstrating and rejecting unfair deductions made on their wages.
 - Source 1C refers to the mutiny by the sailors at the Kronstadt Naval Base.
 - This clearly indicated the defeat of the reactionary forces of the tsar.
 - Source 1D shows the final push against the Kerensky government.
 - The overthrow of the government and the installation of the Bolsheviks into power is depicted in Source 1D.
 - The vestiges of the past regime were uprooted.
 - Any other relevant response.
- (8)

LEVEL	CRITERIA	MARKS
Level 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner. • Question not answered. • Shows no or little understanding of the causes of the Bolshevik Revolution in Russia in 1917. • Uses evidence partially or cannot write a paragraph. 	0 – 2
Level 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic. • Shows some understanding of the causes of the Bolshevik Revolution in Russia in 1917. • Uses evidence in a basic manner to write a paragraph. 	3 – 5
Level 3	<ul style="list-style-type: none"> • Uses relevant and appropriate evidence. • Demonstrates a thorough understanding of the causes of the Bolshevik Revolution in Russia in 1917. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	6 – 8

[50]

QUESTION 2. CAPITALISM IN THE USA, 1900–1940**KEY QUESTION: WHAT WERE THE RESULTS OF THE GREAT DEPRESSION IN THE UNITED STATES OF AMERICA IN THE 1930s?**

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

- Prices for agricultural products dropped
- They became homeless
- Drought lasted too long for farmers to hold out (Any 2 x 1) (2)

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

- It was a derogatory reference to Hoover
- The Hoover administration could not provide a suitable solution for the Great Depression
- Hoover was blamed for the devastation caused by the Depression
- Any other relevant response (Any 2 x 2) (4)

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

- Family incomes dropped by 40%
- More children sent to orphanages an increase of 50%
- Many children left home to find work – about 250,000 (Any 2 x 1) (2)

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

- Many people thought the American Dream was coming to an end
- The dream now included the right to material benefits (2 x 1) (2)

2.1.5 *[Interpretation and analysis of evidence from Source 2A to determine usefulness – L3]*

- The source refers to the impact of the drought which made the situation worse
- Farmers were the hardest hit and they were forced out of business
- The source shows the impact of the Depression on the family unit
- The notion of the American Dream was without meaning
- The prohibition on alcohol was repealed enabling the government to profit from alcohol
- Any other relevant response (Any 2 x 2) (4)

- 2.2 2.2.1 *[Interpretation and analysis of evidence from Source 2B – L2]*
- The Republican government believed that the government should have no role in the economy
 - Government intervention was viewed as interference
 - During the 1920s the USA experienced an unprecedented economic prosperity
 - Any other relevant response (Any 2 x 2) (4)
- 2.2.2 *[Interpretation of the information from Source 2B – L2]*
- The economy went through a devastating recession
 - Industries and factories were closing down and retrenchments became common
 - The agricultural sector was experiencing a sharp decline
 - Banks were insolvent and could not grant loans for economic growth
 - Any other relevant response (Any 2 x 2) (4)
- 2.2.3 *[Extraction of evidence from Source 2B – L1]*
- Investors lost confidence in the banks
 - Investors demanded their deposits in cash
 - Banks did not have sufficient cash reserves (Any 1 x 2) (2)
- 2.3 *[Extraction of information from Source 2C – L1]*
- Coffee
 - Doughnuts (2 x 1) (2)
- 2.4 *[Comparison and analysis of the information from Source 2B and Source 2C – L3]*
- Both sources show the high levels of starvation
 - Both sources mention bread lines and soup kitchens
 - In Source 2B mention is made of the unemployed queuing for food and the visual source shows men lining up for food at a soup kitchen
 - Any other relevant response. (Any 2 x 2) (4)
- 2.5 2.5.1 *[Definition of a historical concept in context from Source 2D – L1]*
- Collapse of the USA economy resulting from the crash of the New York Stock Exchange in October 1929.
 - Devaluation of money and rampant inflation in the USA in the 1930s
 - Any other relevant response. (1 x 2) (2)

2.5.2 *[Extraction of information from Source 2D – L1]*

- Prostitution
- Alcoholism (2 x 1) (2)

2.5.3 *[Interpretation of the information from Source 2D – L2]*

- It was very expensive
- Those who were not working could not afford to pay for education
- The prospects of being employed were very dim, rendering an investment in education to be useless and of no value
- Any other relevant response (Any 2 x 2) (4)

2.5.4 *[Interpretation of information from Source 2D – L2]*

- They could not afford the cost of a formal divorce
- They could not fulfil the role of a father as a provider in the home
- They felt that their worth as heads of the family has been eroded
- Any other relevant response. (Any 2 x 2) (4)

2.6 *[Interpretation, analysis and synthesis of information from all the sources – L3]*

- The Great Depression adversely affected ordinary Americans.
- Source 2A relates to the impact of the drought on the farming sector.
- Farmers left their farms in search of work and became homeless. (Source 2A)
- The impact on farmers and businesses as well as the increase in unemployment is exposed (Source 2A).
- The drastic drop in family incomes is explained in Source 2A.
- Source 2B depicts the impact of the depression on the banking sector and the resultant unemployment.
- Decent men were lining up for food at the many soup kitchens. (Sources 2B and 2C)
- Banks became insolvent and started to re-call their loans. This further exacerbated the suffering of the American people. (Source 2B)
- As a result many banks closed.
- The ineffective and inconsequential efforts by Hoover are referred to in Source 2B.
- Anti-social behaviours are mentioned in Source 2D, e.g. prostitution, criminality, divorce, alcoholism, etc.
- Any other relevant response. (8)

Use the following rubric to allocate a mark.

LEVEL	CRITERIA	MARKS
Level 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner. • Question not answered. • Shows no or little understanding of the results of the Great Depression in the United States of America in the 1930s. • Uses evidence partially or cannot write a paragraph. 	0 – 2
Level 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic. • Shows some understanding of the results of the Great Depression in the United States of America in the 1930s. • Uses evidence in a basic manner to write a paragraph. 	3 – 5
Level 3	<ul style="list-style-type: none"> • Uses relevant and appropriate evidence. • Demonstrates a thorough understanding of the results of the Great Depression in the United States of America in the 1930s. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	6 – 8

[50]

QUESTION 3: IDEAS OF RACE IN THE LATE 19th AND 20th CENTURIES**KEY QUESTION: HOW DID NAZI GERMANY VIOLATE THE HUMAN RIGHTS OF MINORITIES BETWEEN 1933 AND 1945?**3.1 3.1.1 *[Definition of historical concepts from Source 3A – L1]***Anti-Semitism**

- A profound hatred of Jews or any person of Jewish extraction, particularly in Germany under the Nazi government during the Second World War
- Any other relevant response (1 x 2) (2)

3.1.2 *[Extraction of evidence from Source 3A – L1]*

- 525,000 (1 x 1) (1)

3.1.3 *[Extraction of evidence from Source 3A – L1]*

They were blamed for:

- Poverty
- Hyperinflation
- Unemployment
- Loss during World War I
- Surrender of Germany (Any 4 x 1) (4)

3.1.4 *[Interpretation and analysis of information from Source 3A – L2]*

- They were blamed for the defeat of Germany
- The Nazi government felt that those officials were responsible for the degradation that Germany went through
- Their actions were viewed as treasonous
- Their actions were regarded as a betrayal of the German nation
- Any other relevant response. (Any 2 x 2) (4)

3.1.5 *[Interpretation and analysis of information from Source 3A – L2]*

- To achieve certainty for purposes of race classification
- To clearly identify who would be the target of Nazi discriminatory laws
- To avoid ambiguity and create a clear distinction of races
- Any other relevant answer. (Any 2 x 2) (4)

3.1.6 *[Interpretation and analysis of information from Source 3A to determine usefulness – L3]*

- It provides statistical information about the Jews living in Germany by 1933
- It also provides information about the blame put on the Jews for Germany's defeat during the First World War
- Jews were blamed for almost all negative things in Germany
- The source also refers to the boycott of Jewish businesses
- It also refers to the Jews' loss of citizenship in Germany
- Any other relevant response (Any 2 x 2) (4)

3.2 3.2.1 *[Extraction of information from Source 3B – L1]*

- The Law for the Protection of German Blood and German Honour
- Reich Citizenship Law (2 x 1) (2)

3.2.2 *[Extraction of information from Source 3B – L1]*

- "enemies of the race-based state" (1 x 2) (2)

3.2.3 *[Interpretation of evidence from Source 3B – L2]*

- Such people enjoy no protection or benefit from the state
- They have no country of their own, they are stateless
- They can be instructed to leave Germany anytime
- Any other relevant response (Any 2 x 2) (4)

3.3 3.3.1 *[Extraction of information from Source 3C – L1]*

- By selective breeding (1 x 1) (1)

3.3.2 *[Extraction of information from Source 3C – L1]*

- So that the handicapped do not burden the state
- Prevent intermarrying with Germans (1 x 2) (2)

3.3.3 *[Interpretation of evidence from Source 3C – L2]*

- The Nazis wanted to purify the German race
- They wanted to protect the German nation
- They wanted to remove the Jews and other minorities from German society for good
- The Jews and other minorities were viewed as contaminating the German race
- Any other relevant response (Any 2 x 2) (4)

3.4 *[Interpretation of evidence from Source 3D – L2]*

- The police prevented the Jews from conducting trade freely
- The Jews were targeted for denial of their economic rights
- There was fear and threat to personal safety
- Exclusion from society
- Any other relevant response. (Any 2 x 2) (4)

3.5 *[Comparison and analysis of the information from Source 3A and Source 3D – L3]*

- Both sources deal with the boycott of Jewish businesses
- Both sources enforce Nazi discriminatory policies
- The visual source, Source 3D, shows police affixing posters to warn Germans against buying from Jewish shops, something that is mentioned in Source 3A.
- Any other relevant response (Any 2 x 2) (4)

3.6 *[Interpretation, analysis and synthesis of information from relevant sources and own knowledge – L3]*

- With the rise to power of the Nazi Party the position of minorities, like Jews and Gypsies, took a turn for the worse.
- Their basic human rights were violated by the state.
- The Nazi Party was advocating anti-Semitism (Source 3A).
- The Nazi Party believed that the Germans were racially superior (Source 3A)
- Source 3A – Jewish businesses and properties were confiscated or destroyed.
- Jews were regarded as an inferior race (Source 3A).
- Jews were deprived of all citizenship rights (Source 3B).
- Source 3B exposes the institutionalised racism that was entrenched with the passing of the Nuremberg Laws.
- Gypsies and Jews were defined as non-Aryans (Source 3B).
- Both groups were forbidden to marry Germans.
- The persecution of the genetically inferior (Source 3C).
- The total onslaught against all minorities. (Source 3C)
- Jews and Gypsies were sent to concentration camps as prisoners.
- Any other relevant response (8)

Use the following rubric to allocate a mark.

LEVEL	CRITERIA	MARKS
Level 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner. • Question not answered. • Shows no or little understanding of how the human rights of minorities were violated in Nazi Germany. • Uses evidence partially or cannot write a paragraph. 	0 – 2
Level 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic. • Shows some understanding of how the human rights of minorities were violated in Nazi Germany. • Uses evidence in a basic manner to write a paragraph. 	3 – 5
Level 3	<ul style="list-style-type: none"> • Uses relevant and appropriate evidence. • Demonstrates a thorough understanding of how the rights of minorities were violated in Nazi Germany. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	6 – 8

[50]

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

This question requires the candidate to evaluate whether the economic development that took place in Russia under Stalin was successful in making Russia an industrial power. The focus must be on economic development and planning under Stalin. The candidate must then use relevant and credible evidence to develop a proper argument in support of the stance assumed/taken.

MAIN ASPECTS**INTRODUCTION**

- The candidate must take a stance in the introduction on whether the economic and development programme under Stalin did transform Russia into an industrial powerhouse. The introduction should focus on the impact of Stalin's Five Year Plans, with special reference to industrialisation.

ELABORATION

- Stalin's opposition to the NEP – withdrawal of the NEP
- Stalin's objectives – Economic Development and Planning
- Role of Gosplan
- First Five Year Plan – special focus on industrialisation
- Second Five Year Plan
- Sacrifices expected from Russian workers.
- 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 with regard to the stance taken in the introduction.

[50]

QUESTION 5: CAPITALISM IN THE USA, 1900–1940**SYNOPSIS**

The candidate is required to discuss the extent to which Roosevelt's New Deal was successful in mitigating the negative effects of the Great Depression. Having assumed a stance, then the candidate must use relevant historical evidence to support the stance taken.

MAIN ASPECTS**INTRODUCTION**

- In the introduction the candidate should assume a stance as to the extent the New Deal was successful in dealing with the challenges resulting from the Great Depression. Relevant historical evidence should be used to develop a line of argument in line with the stance taken.

ELABORATION

- The 1933 presidential election – Roosevelt's pledge for a New Deal for the American people
- 1933 elections – Democratic Party victory
- Shift in government's economic policy
- Democratic Party – advocated direct government intervention in the economy
- The Hundred Days session of the Congress
- The Three Rs – Relief, Recovery and Reform
- Relief measures
- Recovery measures
- Reform measures
- Economic recovery
- Evaluation of the New Deal
- Criticism of the New Deal

CONCLUSION

- Candidates should tie up the argument with an appropriate conclusion with due regard to the stance taken in the introduction.

[50]

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

The candidate must focus on the implementation of eugenics policies and Social Darwinism in Australia. The candidate must evaluate the extent to which these policies impacted on the Aboriginal people of Australia and express a view whether or not this constituted genocide.

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 policies and the near extinction of the Aboriginal people of Australia and express a view whether this amounted to genocide or not.

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 with due regard to the stance taken in the introduction.

[50]**TOTAL: 150**