



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 11

NOVEMBER 2018

**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 (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 marks)
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 marks)
LEVEL 3 (L3)	<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 considered when awarding a mark. The following steps must be used when assessing a response to a paragraph question:

- Read the paragraph and place a bullet (•) at each point within the text where the candidate has used relevant evidence to address the question.
- Re-read the paragraph to evaluate the extent to which the candidate has been able to use relevant evidence to write a paragraph.
- At the end of the paragraph indicate the ticks (√) that the candidate has been awarded for the paragraph, as well as the level (1, 2 or 3) as indicated in the holistic rubric and a brief comment e.g.

_____ • _____ • _____
 _____ • _____ • _____
 √√√√

Level 2

Used mostly relevant evidence to write a basic paragraph
 Count all the ticks for the source-based question and then write the mark on the right hand bottom margin e.g.

32
50

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

2. ESSAY QUESTIONS

2.1 The essay questions require candidates to:

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

2.2 Marking of essay questions

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

2.3 Global assessment of the essay

The essay will be assessed holistically (globally). This approach requires the teacher to score the overall product 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 considering 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 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

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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

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 and 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 constructed an argument. Evidence 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 a line of 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 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: HOW DID RUSSIA'S PARTICIPATION IN THE FIRST WORLD WAR LEAD TO THE ABDICATION OF THE TSAR?**

- 1.1 1.1.1 *[Extraction of information from Source 1A – L1]*
- They lacked weapons
 - Lacked ammunition
 - Lacked boots
 - Lacked bedding (Any 3 x 1) (3)
- 1.1.2 *[Extraction of evidence from Source 1A – L1]*
- '... the Russian Army had about one surgeon for every 10,000 men, many wounded of its soldiers died from wounds ...' (1 x 2) (2)
- 1.1.3 *[Interpretation of evidence from Source 1A – L2]*
- Russia suffered heavy defeats
 - People criticised the government
 - War led to severe food shortages in Russia
 - Food shortages led to riots in Russia against the Tsar
 - Tsar was forced to abdicate
 - Any other relevant response (Any 2 x 2) (4)
- 1.1.4 *[Interpretation of evidence from Source 1A – L2]*
- Led to low morale of soldiers
 - Soldiers started to desert the army
 - Soldiers began to question Russia's participation in the war
 - Any other relevant response (Any 2 x 2) (4)
- 1.2 1.2.1 *[Extraction of information from Source 1B – L1]*
- Alexandra (1 x 1) (1)
- 1.2.2 *[Extraction of information from Source 1B – L1]*
- Rasputin (1 x 1) (1)
- 1.2.3 *[Definition of historical concepts from Source 1B – L1]*
- Russian parliament
 - Any other relevant response (Any 1 x 2) (2)
- 1.2.4 *[Interpretation of evidence from Source 1B – L2]*
- She was influenced by Rasputin
 - Goremykin wanted Russia to end the war with Germany
 - Tsarina wanted Russia to continue the war against Germany
 - Any other relevant response (Any 2 x 2) (4)

- 1.2.5 *[Interpretation of evidence from Source 1B – L2]*
- Tsar was commanding the soldiers on the war front
 - Tsarina took over control of the government
 - Tsarina influenced by Rasputin
 - Under Rasputin's influence, Alexandra ignored the advice of the Duma
 - They appointed men who were highly unsuitable to top government posts.
 - Any other relevant response (Any 2 x 2) (4)
- 1.3 1.3.1 *[Extraction of evidence from Source 1C – L1]*
- Provisional government (1 x 1) (1)
- 1.3.2 *[Extraction of evidence from Source 1C – L1]*
- Workers' Committees henceforth to meet only after working hours.
 - Among the troops at the front, 'agitators' of opposition political parties were arrested
 - Radical newspapers were closed down
 - Capital punishment applied – to revolutionary propagandists
 - Attempts were made to disarm the Red Guard
 - Cossacks were sent to maintain order in the provinces (Any 2 x 1) (2)
- 1.3.3 *[Extraction of evidence from Source 1C – L1]*
- Week by week food became scarcer
 - The daily allowance of bread fell from a pound and a half to a pound, then three-quarters, half, and a quarter-pound.
 - Towards the end there was a week without any bread at all
 - One was entitled to sugar at the rate of two pounds a month – if one could get it at all, which was seldom.
 - A bar of chocolate or a pound of tasteless candy cost anywhere from seven to ten roubles – at least a dollar.
 - For milk, bread, sugar and tobacco one had to stand in a queue (Any 2 x 1) (2)
- 1.3.4 *[Interpretation of evidence from Source 1C – L2]*
- The Provisional government failed to solve the food shortages
 - They refused to introduce land reforms
 - They failed to stop the war
 - Any other relevant response (Any 2 x 2) (4)
- 1.4 1.4.1 *[Interpretation of evidence from Source 1D – L2]*
- Rasputin had a huge influence over the Tsarist regime
 - Rasputin made decisions on behalf of the Tsarist regime
 - Any other relevant response (Any 1 x 2) (2)

1.4.2 *[Interpretation of evidence from Source 1D – L2]*

- Rasputin was the link between the Tsar and his people –therefore he helped to make decisions
- He helped the Tsarina to govern the country – sacked good ministers and replaced them with corrupt ones
- Russian people and the Duma hated Rasputin – thought he was a German spy
- Any other relevant response

(Any 2 x 2) (4)

1.4.3 *[Comparison and analysis of the information from Source 1B and Source 1D – L3]*

- Both sources show that Rasputin had influence over the Tsar as well as the Tsarina
- Both sources suggest that Rasputin also had influence over state policies
- Both sources show that as a spiritual leader he manipulated the government
- Rasputin's influence can be seen in the Tsarina's changing of ministers – which the Tsar allowed
- Both sources show that Rasputin became a confidant of the Tsar and the Tsarina
- Any other relevant response

(Any 2 x 2) (4)

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

- Russian soldiers were ill-prepared for war (Source 1A)
- They lacked everything: weapons, ammunition, boots and bedding (Source 1A)
- Many died because the Russian Army had about one surgeon for every 10,000 men (Source 1A)
- Defeats and lack of ammunition led to low morale
- In the Tsar's absence, the Tsarina took control of the government (Source 1B)
- Tsarina was influenced by Rasputin (Source 1B)
- Tsarina appointed officials who did not act in the interest of the country (Source 1B)
- The defeat of the Russian army at Tannenburg led to the abdication of the Tsar.
- Provisional government took over – took ineffective reforms and stern repressive measures (Source 1C)
- Provisional government established a government of coalition with propertied classes (Source 1C)
- Provisional government could not solve the food shortages in Russia. (Source 1C)
- Downfall of the Tsar can be contributed to the influence of Rasputin (Source 1D)
- Rasputin made the Tsar believe that he could cure his son
- People lost confidence in the Tsar
- Failure of Provisional government would lay the platform for Lenin's Bolshevik revolution
- Any other relevant response.

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 Russia's participation in the First World War led to the abdication of the Tsar. • 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 Russia's participation in First World War led to the abdication of the Tsar. • Uses evidence in a basic manner to write a paragraph. 	3–4
Level 3	<ul style="list-style-type: none"> • Uses relevant and appropriate evidence. • Demonstrates a thorough understanding of how Russia's participation in First World War led to the abdication of the Tsar. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	5–6

(6)
[50]

QUESTION 2. CAPITALISM IN THE USA, 1900–1940**KEY QUESTION: WHAT WERE THE CAUSES OF THE GREAT DEPRESSION?**

- 2.1 2.1.1 *[Extraction of evidence from Source 2A – L1]*
- To bolster the post-war economy
 - To protect new war industries
 - To aid farmers
- (3 x 1) (3)
- 2.1.2 *[Extraction of evidence from Source 2A – L1]*
- Chinaware
 - Pig iron
 - Textiles
 - Sugar
 - Rails dyes
 - Chemicals
 - Silk
 - Rayon textiles
 - Hardware
- (Any 3 x 1) (3)
- 2.1.3 *[Interpretation of evidence from Source 2A – L2]*
- They could not repay the war debt.
 - They could not sell their own products in the USA
 - European powers were forced to increase taxes on US imports
 - Any other relevant response
- (Any 1 x 2) (2)
- 2.1.4 *[Interpretation of evidence from Source 2A – L2]*
- The USA supplied the European powers with money, machinery and agricultural goods during the war.
 - The USA was not involved in war but supplied the allied powers
 - Farmers and factories were producing in mass to supply local and international markets
 - Any other relevant response
- (Any 1 x 2) (2)
- 2.1.5 *[Interpretation of evidence from Source 2A – L2]*
- European countries produced for themselves after the war – bought less from the USA
 - European countries imposed high tariffs on US imports and made it difficult for the US to sell their surplus overseas
 - US farmers and factories were saddled with surplus products which they could not sell
 - Any other relevant response
- (Any 1 x 2) (2)

- 2.2 2.2.1 *[Extraction of evidence from Source 2B – L1]*
- In America the daily life of the majority is conceived on a scale that is reserved for the privileged classes anywhere else (1 x 2) (2)
- 2.2.2 *[Extraction of evidence from Source 2B – L1]*
- Radios
 - Telephones (2 x 1) (2)
- 2.2.3 *[Extraction of own knowledge from clues in Source 2B – L1]*
- Ford Model T (1 x 2) (2)
- 2.2.4 *[Interpretation of evidence from Source 2B – L2]*
- It stimulated the growth of other industries
 - It created a demand for glass, steel and rubber
 - It boosted the petrol and oil industries
 - It boosted transport industries
 - It created more jobs
 - Any other relevant response (Any 2 x 2) (4)
- 2.2.5 *[Interpretation of evidence from Source 2B – L2]*
- American farmers did not share in the prosperity
 - Unskilled and unemployed people did not share in this wealth
 - There were glaring weaknesses in the economy that was overlooked
 - Black workers did not share in the wealth as they were underpaid and given low-paying jobs
 - Any other relevant response (Any 2 x 2) (4)
- 2.3 2.3.1 *[Extraction of evidence from Source 2C – L1]*
- Because the business of the country had increased (1 x 1) (1)
- 2.3.2 *[Extraction of evidence from Source 2C – L1]*
- General Motors (1 x 1) (1)
- 2.3.3 *[Interpretation of evidence from Source 2C – L2]*
- Ordinary people bought shares on the market
 - They waited for the share price to increase and then sold the shares
 - People bought stocks and shares on credit
 - This was called buying on the "margin" and enabled "speculators" to sell off shares at a profit before paying what they owed.
 - Any other relevant response (Any 2 x 2) (4)

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

- In September 1929 the share prices began to slowly decline
- Shareholders panicked – started to sell shares
- Prices fell dramatically as sellers tried to sell their shares.
- Any other relevant response (Any 2 x 2) (4)

2.4 2.4.1 *[Interpretation of evidence from Source 2D – L2]*

- It caused massive unemployment
- People lost everything
- It caused starvation
- People stood in lines waiting for bread or soup
- Many people withdrew their money at the same time – hence the reference to bank-run
- Any other relevant response (Any 2 x 2) (4)

2.4.2 *[Comparison of sources to determine similarities]*

- Source 2B states that the majority Americans lived a life conceived on a scale that is reserved for the privileged classes anywhere else whilst Source 2D shows that people were poor and did not have anything to eat.
- Source 2B states that most Americans had access to radios, telephones and cars whereas Source 2D shows people without any possessions – they were poor
- Any other relevant response (2 x 2) (4)

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

- The Fordney-McCumber Act protected US economy by placing high tariffs on imports
- European countries reacted by imposing high tariffs on US imports
- US companies could not sell surplus products
- They started to lay workers off, which led to unemployment
- US had the highest standard of living (Source 2B)
- They encouraged people to become rich
- Factories were producing in mass (over-production) – when demand dropped they were saddled with surplus products that they could not sell
- Factories made smaller profits and started to lay off workers
- Ordinary people bought shares on the stock market
- Shares were bought on the ‘margin’ – borrowed money from banks
- Buying stocks and shares was a means of becoming rich
- Led to over-speculation
- Panic sales followed which led to the Great depression
- Many people withdrew their money from the banks – bank run
- Millions of people became unemployed and stood in breadlines for assistance.
- Any other relevant response.

Use the following rubric to allocate a mark.

	CRITERIA	MARKS
LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner. • Shows no or little understanding of the causes of the Great Depression. • 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 Great Depression. • Uses evidence in a basic manner to write a paragraph. 	3–4
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant and appropriate evidence. • Demonstrates a thorough understanding of the causes of the Great Depression. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	5–6

(6)
[50]

QUESTION 3: IDEAS OF RACE IN THE LATE 19th AND 20th CENTURIES**KEY QUESTION: WHAT MEASURES DID HITLER IMPLEMENT TO PERSECUTE THE JEWS?**

- 3.1 3.1.1 *[Extraction of evidence from the Source 3A – L1]*
- The purity of German blood (1 x 1) (1)
- 3.1.2 *[Definition of historical concepts from Source 3A – L1]*
- Hatred towards Jews
 - Any other relevant response (Any 1 x 2) (2)
- 3.1.3 *[Extraction of evidence from Source 3A – L1]*
- Marriages between Jews and subjects of German or kindred blood are forbidden.
 - Extramarital intercourse between Jews and subjects of German or kindred blood is forbidden (2 x 1) (2)
- 3.1.4 *[Interpretation of evidence from Source 3A – L2]*
- Many shops and restaurants did not serve the Jewish population
 - Jews were banned from public parks, swimming pools and public transport
 - Germans were also encouraged not to use Jewish doctors and lawyers.
 - Jewish civil servants were dismissed
 - Jews were banned from universities
 - Jews had to wear a Star of David that identified them as Jews
 - Any other relevant response (Any 2 x 2) (4)
- 3.1.5 *[Interpretation of evidence from Source 3A – L2]*
- Many Jews could not earn a living in Germany
 - Many Jews emigrated
 - Many Jews lost their citizenship.
 - Any other relevant response (Any 2 x 2) (4)
- 3.2 3.2.1 *[Extraction of evidence from Source 3B – L1]*
- Result of the cowardly Jewish murder of Third Secretary von Rath in the German Embassy in Paris. (1 x 2) (2)
- 3.2.2 *[Extraction of evidence from Source 3B – L1]*
- Jewish shops
 - Jewish stores and dwellings
 - Synagogues (3 x 1) (3)

- 3.2.3 *[Interpretation of information from Source 3B – L2]*
- He blamed the Jews for Germany's defeat in WWI
 - He blamed the Jews for Germany's economic crisis after WWI
 - He perceived the Jews as an inferior race
 - He believed that the Jews were conspiring to control the world
 - Any other relevant response (Any 2 x 2) (4)
- 3.2.4 *[Interpretation of information from Source 3B – L2]*
- It refers to the thousands of pieces of broken glass that were lying in the street.
 - Any other relevant response (Any 1 x 2) (2)
- 3.2.5 *[Interpretation of evidence from Source 3B – L2]*
- Many more Jews left the country
 - Thousands were arrested
 - Many Jews were sent to concentration camps
 - Any other relevant response (Any 2 x 2) (4)
- 3.3 3.3.1 *[Definition of historical concepts from Source 3C – L1]*
- Mass murder of the Jews
 - Any other relevant response. (Any 1 x 2) (2)
- 3.3.2 *Extraction of evidence from Source 3C – L1]*
- Women hid their babies
 - They persuaded her to take the child with her
 - How can you bring yourself to kill such beautiful, darling children? (Any 2 x 1) (2)
- 3.3.3 *[Interpretation of information from Source 3B – L2]*
- There were too many Jews in the German occupied territories – impossible to emigrate
 - Death camps were built in Poland
 - Jews were put to death with poisonous gas
 - Six million Jews died in these death camps
 - Any other relevant response (Any 2 x 2) (4)
- 3.3.4 *[Interpretation of information from Source 3B – L2]*
- Soldiers had no empathy
 - Soldiers did not show remorse
 - Soldiers were inconsiderate
 - Soldiers did not care about the feelings of others
 - Any other relevant response (Any 2 x 2) (4)

3.3.5 *[Evaluating reliability of Source 3C – L3]*

- Reliable because it is a first-hand account of the event
- primary source Rudolf Höss, was the commandant of Auschwitz – well-renowned death camp
- The information can be verified/corroborated by other historical sources
- Any other relevant response (Any 1 x 2) (2)

3.4 3.4.1 *[Comparison of sources to determine similarities – L3]*

- Source 3C mentions that both women and children were killed in the gas chambers whilst Source 3D shows the Jewish women and children that arrived at the death camp.
- Any other relevant response (Any 1 x 2) (2)

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

- Hitler believed that Germans were a master race and Jews were inferior
- Hitler blamed Jews for all Germany's problems
- He passed the Nuremburg Laws – banned marriages between Jews and non-Jews (Source 3A)
- He banned sexual relationships between Jews and non-Jews (Source 3A)
- *Kristallnacht* – a Jew murdered a German diplomat (Source 3B)
- Thousands of Jewish shops and synagogues smashed (Source 3B)
- Thousands of Jews were arrested and some were sent to concentration camps (Source 3B)
- From 1940 Jews were moved to ghettos
- Many Jews died as a result of starvation and diseases in the ghettos
- Final Solution – death camps and gas chambers built to destroy Jews (Source 3C)
- Jewish men, women and children were killed with poisonous gasses (Source 3D)
- Death camp in Auschwitz where German soldiers showed no mercy (Source 3C)
- Any other relevant response

Use the following rubric to allocate a mark.

	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 measures that Hitler took to persecute the Jews. • 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 measures that Hitler took to persecute the Jews. • Uses evidence in a basic manner to write a paragraph. 	3–4
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant and appropriate evidence. • Demonstrates a thorough understanding of the measures that Hitler took to persecute the Jews. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	5–6

(6)
[50]

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

This question requires the candidate to agree or disagree with the statement. 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 taken.

MAIN ASPECTS

Candidates could include the following aspects in their response:

- **Introduction:** The candidate must agree or disagree in the introduction and explain why. The introduction should focus on the impact of Stalin's Five Year Plans

ELABORATION

- Economy placed under state control
- Illiteracy eradicated
- Agriculture mechanised and collectivised
- The rapid industrialisation of Russia
- State farms (labourers paid a state salary)
- Collective farms – Peasants became state workers
- Kulaks resisted collectivisation by killing stock or refusing to sow
- Stalin killed them / deported to Siberia – approx. 4 million
- Mechanisation and scientific farming were introduced on a large scale
- Factories produced according to state quotas
- Emphasis on development of heavy industries – iron and steel
- Propaganda was used to inspire workers and to stress the significance of working together for a better future
- Coal – to melt iron and steel
- 1500 new factories built
- Workers worked long hours
- Dnieper Dam hydro-electric power station constructed
- Huge towns and industrial centres were built
- Compulsory education created a skilled workforce
- All children between 3 and 16 received compulsory education
- This indoctrinated the youth with communist beliefs
- Flats were built to solve the housing shortage
- Cars were built in Moscow
- Oil discovered at Baku
- The building of networks of hard-surface roads, and canal systems to link rivers for practical navigation became essential
- Stalin used encouragement, discipline and terror to achieve his aim
- By 1940 Russia was the world's second largest industrial power
- The Third Five-Year Plan of 1939 to 1942 was interrupted by the Second World War

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 validity of the statement. Candidates must focus on the statement and indicate the measures as well as the impact of Roosevelt's New Deal on the economy.

MAIN ASPECTS

Candidates could include the following aspects in their response:

- **Introduction:** In the introduction the candidate should either agree or disagree with the validity of the statement and explain why.

ELABORATION

- Relief – to help improve the lives of people
- Reform – to change conditions to ensure future progress
- Recovery – rebuild the US industry and trade
- Emergency Banking Act – restored confidence in banks
- FERA – money put aside for relief for the poor
- CCC – provided work for thousands of unemployed
- Public Works Act – provided work by building roads, hospitals, schools and houses
- AAA – paid farmers to produce less
- National Recovery Act – drew up codes of fair competition, minimum wages
- TVA – built dams to prevent flooding, trees planted to prevent soil erosion
- Home Owners Loan Corporation – assisted people who were in danger of losing their homes
- Social Security Act – old age pensions, unemployment benefits
- Wagner Act – allowed trade unions
- Works Progress Administration – actors and musicians
- 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.

MAIN ASPECTS

Candidates could include the following aspects in their response:

- **Introduction:** Should focus on the statement with reference to 'biologically inferior and not to be treated as human beings'.

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 an appropriate conclusion with due regard to the stance taken in the introduction. **[50]**

TOTAL: 150