



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 11

NOVEMBER 2019

**HISTORY P1
MARKING GUIDELINE**

MARKS: 150

This marking guideline consists of 22 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)
LEVEL 2	<ul style="list-style-type: none"> Interpretation of evidence from the sources. Explain information gathered from the sources. Analyse evidence from the sources. 	40% (20)
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)

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.
- When assessing open-ended source-based questions, learners should be credited for any relevant answers.
- Learners are expected to take a stance when answering 'to what extent' questions in order for any marks to be awarded.

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.

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

P	Point: The candidate introduces the essay by taking a line of argument/making a major point.
E	Explanation: The candidate should explain in more detail what the main point is all about and how it relates to the question posed (line of argument).
E	Example: The candidates should answer the question by selecting content that is relevant to the line of argument. Relevant examples should be given to sustain the line of argument.
L	Link: Candidates should ensure that the line of argument is sustained throughout the essay and is written coherently.

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

- Introduction, main aspects and conclusion not properly contextualised ^
- Wrong statement _____
- Irrelevant statement |
|
|
- Repetition R
- Analysis A√
- Interpretation I√
- Line of argument LOA ↑

2.5 The matrix

2.5.1 Use of the matrix in the marking of essays.

In the marking of essays, the criteria as provided in the matrix should be used. When assessing the essay note both the content and presentation. At the point of intersection of the content and presentation based on the seven competency levels, a mark should be awarded.

- a) The first reading of essays will be to determine to what extent the main aspects have been covered and to allocate the **content level** (on the matrix).

C	LEVEL 4	



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

C	LEVEL 4	
P	LEVEL 3	

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

C	LEVEL 4	} 26–27
P	LEVEL 3	

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

SECTION A: SOURCE-BASED QUESTIONS**QUESTION 1: COMMUNISM IN RUSSIA, 1900–1940****KEY QUESTION: WHAT WERE THE CAUSES OF THE RUSSIAN REVOLUTION OF 1917?**

- 1.1 1.1.1 *[Extraction of evidence from Source 1A – L1]*
 • To seek justice and protection (1 x 2) (2)
- 1.1.2 *[Extraction of evidence from Source 1A – L1]*
 • Employers refused to discuss our needs together with us.
 • They refused to reduce the working day to eight hours
 • They refused to set wages together with us and by agreement with us (3 x 1) (3)
- 1.1.3 *[Interpretation of evidence from Source 1A – L2]*
 • Their enslavement was approved by the Tsar and his officers
 • Tsar and his officials supported the exploitation of the working class
 • The exploitation of the working class was sustained by the Tsar and his officials
 • Tsar and his officials did not protect the working class against the exploitation
 • Any other relevant answer (Any 2 x 2) (4)
- 1.1.4 *[Extraction of evidence from Source 1A – L1]*
 (a) Capitalists
 (b) Bureaucrats (2 x 1) (2)
- 1.1.5 *[Interpretation of evidence from Source 1A – L2]*
 • Tsar refused to listen to his subjects
 • He instructed his soldiers to end the march
 • Soldiers shot at the protesters – shot and killed many protesters
 • Any other relevant (Any 2 x 2) (4)
- 1.1.6 *[Reliability of evidence from Source 1A – L3]*
Reliable
 • It is an extract from a petition – first-hand information
 • Father Gapon was an active member and leader of the protesters
 • The date of the petition corresponds with the actual date of the event
 • Any other relevant answer (Any 1 x 2) (2)
- 1.2 1.2.1 *[Extraction of evidence from Source 1B – L1]*
 • General Polivanov had been replaced by a weak colourless man who did nothing to stem the rising tide of discontent in the army
 • Sergey Sazanov was supplanted by Sturmer, the man with the German name (2 x 1) (2)

- 1.2.2 *[Interpretation of evidence from Source 1B – L2]*
- Rasputin had a great influence over the Tsar
 - Rasputin influenced the Tsar and Tsarina to make certain decisions
 - Rasputin governed the country indirectly while the Tsar was on the war front
 - Any other relevant answer (Any 2 x 2) (4)
- 1.2.3 *[Interpretation of evidence from Source 1B – L2]*
- Russia replaced Sazanov with the German-minded Sturmer
 - Russia could not continue the war against Germany.
 - Russian defeats against the Germans hampered the British war effort
 - With Russia defeated, Germany could now mobilise all its troops against England.
 - Any other relevant answer (Any 1 x 2) (2)
- 1.2.4 *[Interpretation of evidence from Source 1B – L2]*
- Russia was unprepared for the war but Tsar persevered
 - Russian army had shortage of weapons – leading to defeats
 - Russian army was defeated but Tsar refuses to withdraw from war
 - Failed war effort led to dissatisfaction and rebellion against Tsar
 - War leads to major food shortages – resulting in protests.
 - Any other relevant answer (Any 2 x 2) (4)
- 1.3 1.3.1 *[Interpretation of evidence from Source 1C – L2]*
- To show that Russian troops were defeated during the war
 - To show that Russia was unable to continue their war effort
 - To show the low morale of the Russian soldiers
 - Any other relevant answer (Any 1 x 2) (2)
- 1.3.2 *[Comparison of sources to determine similarities – L3]*
- Source 1B states that the people were tired of the war and this is supported in Source 1C which depicts the fatigue of the soldiers.
 - Source 1B speaks of the defeats of Russian army that is clearly depicted in Source 1C
 - Source 1B mentions that the soldiers had no weapons and this is supported in Source 1C which depicts soldiers without weapons.
 - Any other relevant answer. (Any 1 x 2) (2)

- 1.4 1.4.1 *[Extraction of evidence from Source 1D – L1]*
- Petrograd Bolsheviks (1 x 2) (2)
- 1.4.2 *[Extraction of evidence from Source 1D – L1]*
- Protesting against starvation
 - War
 - Tsardom (3 x 1) (3)
- 1.4.3 *[Interpretation of evidence from Source 1D – L2]*
- Tsar lost the support of his soldiers.
 - Tsar could no longer suppress his people
 - Tsar was forced to abdicate
 - Any other relevant response (Any 1 x 2) (2)
- 1.4.4 *[Interpretation of evidence from Source 1D – L2]*
- Tsarist ministers and generals were arrested and locked up
 - Key government institutions and buildings were taken over by the Bolsheviks
 - Provisional government was replaced with Bolsheviks
 - Winter Palace was taken over with a coup d'état
 - Any other relevant answer (Any 2 x 2) (4)
- 1.5 *[Paragraph –interpretation, analysis and synthesis of information from relevant sources and use of own knowledge – L3]*
- Workers in St. Petersburg dissatisfied with employers (Source 1A)
 - Father Gapon petitions Tsar asking for justice and protection (Source 1A)
 - Workers dissatisfied with capitalist exploitation (Source 1A)
 - Tsar refuses to listen to workers and orders soldiers to shoot at them (own knowledge)
 - Bloody Sunday was the first sign of the revolution (own knowledge)
 - Russia poorly prepared for war (Source 1B)
 - Russian forces had shortage of arms and were defeated on the war front (Source 1B)
 - Unpopular Rasputin's influence over the tsardom increased (Source 1B)
 - Defeats led to dissatisfaction among Russian population (own knowledge)
 - Defeats led to food shortages which led to marches against the Tsar (Own knowledge)
 - Russia's defeat at Tannenberg – led to marches (Source 1C)
 - 1917 huge march in Petrograd against famine, war and tsardom Source 1D)
 - Soldiers refuse to suppress marches and joined the protesters (Source 1D)
 - This led to the end of tsarist rule (Source 1D)
 - Bolsheviks got rid of the Provisional Government (Own knowledge)
 - Bolsheviks arrested government officials (Source 1D)
 - Bolsheviks took over Winter Palace (Own knowledge)
 - Any other relevant answer. (6)

	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 Russian Revolution of 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 Russian Revolution of 1917. • 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 Russian Revolution of 1917. • 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 WAS THE IMPACT OF THE GREAT DEPRESSION ON THE LIVES OF AMERICANS IN THE 1930s?**

- 2.1 2.1.1 *[Definition of historical concept from Source 2A – L1]*
- Refer to the effects of the stock market crash in America
 - Period of economic decline and poverty as a result of the collapse of the stock exchange in 1929
 - Any other relevant answer (Any 1 x 2) (2)
- 2.1.2 *[Extraction of evidence from Source 2A – L1]*
- The national suicide rate rose to an all-time high in 1933 (1 x 2) (2)
- 2.1.3 *[Extraction of evidence from Source 2A – L1]*
- They deserted their families out of embarrassment or frustration (1 x 2) (2)
- 2.1.4 *[Interpretation of evidence from Source 2A – L2]*
- Many men and women were unemployed and went searching for work.
 - Many men and women lost their homes and were looking for accommodation – place to stay
 - Many men and women left in search of food
 - Any relevant answer (Any 2 x 2) (4)
- 2.1.5 *[Interpretation of evidence from Source 2A – L2]*
- Many families lost their homes
 - Banks repossessed houses and many families became homeless
 - People built shacks from scrap materials
 - President Hoover was unable to provide the people with proper housing.
 - Any other relevant answer (Any 2 x 2) (4)
- 2.2 2.2.1 *[Extraction of evidence from Source 2B – L1]*
- The Depression had been going on for ten years before black people even knew about it," even knew it existed. (1 x 2) (2)
- 2.2.2 *[Extraction of evidence from Source 2B – L1]*
- Subsistence farmers (1 x 2) (2)
- 2.2.3 *[Interpretation of evidence from Source 2B – L2]*
- Black people lived in poverty before the outbreak of the Depression
 - The effect of the Great Depression on white Americans had long been experienced by black Americans
 - Any other relevant response (Any 1 x 2) (2)

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

- They accepted the whites
- They were sympathetic towards white hobos
- They provided Whites hobos with food
- Any other relevant answer. (Any 2 x 2) (4)

2.2.5 *[Evaluating usefulness of the Source 2B – L3]***Useful**

- It is an extract from an interview – first-hand information
- Angelou was a Civil Rights leader who understood the plight of blacks
- Angelou herself was black – so she experienced poverty
- Angelou is a historian – she gave informed evidence of the topic
- Source shows that black people lived in poverty and misery long before the outbreak of the Depression
- Any other relevant answer (Any 1 x 2) (2)

2.3 2.3.1 *[Extraction of evidence from Source 2C – L1]*

- Red Cross (1 x 1) (1)

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

- They did not care about the needs of their people
- The legislature's plans did not meet the needs of their people
- The legislature did not consult the people regarding the relief programs
- Any other relevant answer (Any 1 x 2) (2)

2.3.3 *[Extraction of evidence from Source 2C – L1]*

- \$3 cash weekly relief for the average family...
- Free utilities** (gas, light, water) and rent for all unemployed and part-time workers earning less than \$7a week.
- Adequate care for homeless, young and single workers
- Provision for opening of all schools, payment of salaries to teachers and free lunches and books for school children
- Right to vote for all unemployed without payment of poll tax (Any 3 x 1) (3)

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

- Education has come to a halt
- Schools were closed
- People did not have money to pay school fees
- There was not enough money to meet the basic needs of education – salaries and textbooks
- Any other relevant answer (Any 2 x 2) (4)

2.3.5 *[Evaluating the reliability of Source 2C – L3]***Reliable**

- The source is a letter – first-hand information
- The information in the source can be confirmed by other historical sources
- The date of the letter, 1931 corresponds with the timeframes of the Depression
- The purpose of the source was to inform readers and not to persuade them.
- Any other relevant answer (Any 1 x 2) (2)

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

- Great Depression led to large-scale unemployment
- US economy collapsed
- American Chamber of Commerce could not even protect the interests of their own members
- American Business Chamber could not provide job opportunities for the unemployed.
- Any other relevant answer. (Any 2 x 2) (4)

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

- He would have felt discouraged.
- He would have felt angry and frustrated towards government.
- He would have been depressed.
- Any other relevant answer. (Any 1 x 2) (2)

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

- Great Depression had a negative impact on Americans (Own knowledge)
- Depression had psychological effects especially on men (Source 2A)
- Suicide, abandonment and divorce were a common occurrence among men (Source 2A)
- Millions of men and women became unemployed (Source 2A)
- Millions of Americans became hobos (Source 2A)
- Millions of Americans lived in Hoovervilles (Source 2A)
- Black people were not so badly affected by Depression because they were used to poverty. (Source 2B)
- Black subsistence farmers remained poor because they depended on the farm owners (Source 2B)
- Black Americans were able to identify with the poverty of whites and therefore they provided the whites with food (Source 2B)
- Red Cross brought relief but it was not sufficient (Source 2C)
- State (Alabama) measures did not address the needs of the population (Source 2C)
- American education collapsed (Source 2C)
- Americans called for immediate government assistance to combat unemployment (own knowledge)
- Depression led to large-scale unemployment (Source 3D)
- US Chamber of Commerce could not solve unemployment problem (Source 2D)
- Any other relevant answer (6)

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 impact of the Great Depression on the lives of Americans 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 impact of the Great Depression on the lives of Americans in the 1930s. • 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 impact of the Great Depression on the lives of Americans in the 1930s. • 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: HOW WERE JEWS PERSECUTED IN GERMANY?**

- 3.1 3.1.1 *[Extraction of evidence from the Source 3A – L1]*
- After the national seizure of power in 1933. (1 x 1) (1)
- 3.1.2 *[Definition of a historical concept from Source 3A – L1]*
- Intense hatred and opposition of Jews.
 - Any other relevant answer. (Any 1 x 2) (2)
- 3.1.3 *[Extraction of evidence from Source 3A – L1]*
- Poverty
 - Hyperinflation in the Weimer Republic
 - German unemployment
 - Loss of WW1 (Any 3 x 1) (3)
- 3.1.4 *[Interpretation of evidence from Source 3A – L2]*
- It was difficult to identify a Jew
 - The Germans themselves could not give a definite description of a Jew
 - The criteria they used to identify Jews varied
 - Any other relevant answer (Any 1 x 2) (2)
- 3.1.5 *[Interpretation of evidence from Source 3A – L2]*
- Jews fell into poverty
 - Jews became second-class citizens of Germany
 - Many Jews became unemployed
 - Loss of income led to lower standard of living
 - Any other relevant answer (Any 2 x 2) (4)
- 3.1.6 *[Evaluation of information from Source 3A – L3]*
- His treatment can be regarded as discrimination
 - His treatment was a violation of human rights.
 - Any other relevant answer (Any 1 x 2) (2)
- 3.2 3.2.1 *[Extraction of information from Source 3B – L1]*
- They were identified by a badge in the form of a Yellow Star (1 x 2) (2)
- 3.2.2 *[Extraction of evidence from Source 3B – L1]*
- The star was intended to humiliate Jews
 - To mark them out for segregation and discrimination (2 x 1) (2)
- 3.2.3 *[Interpretation of evidence from Source 3B – L2]*
- There were too many Jews that were detained
 - He wanted to eliminate them without public scrutiny
 - He wanted to exploit their forced labour in the prison camps
 - Because it was part of his Final Solution.
 - Any other relevant answer (Any 2 x 2) (4)

- 3.2.4 *[Interpretation of evidence from Source 3B – L2]*
- Hitler wanted to exterminate the Jews as a nation
 - Hitler sent millions of Jews to concentration camps
 - Millions of Jews were killed in concentration camps
 - Any other relevant answer (Any 2 x 2) (4)
- 3.3 3.3.1 *[Interpretation of evidence from Source 3C – L2]*
- To depict Hitler's policy of identification and discrimination
 - To show how Jews were identified by the Star of David
 - To point out that even children were subjected to this policy of discrimination
 - Any other relevant answer (Any 2 x 2) (4)
- 3.3.2 *[Comparison of sources to determine similarities – L3]*
- Both sources show that Jews were identified by the Star of David
 - Both sources show that even children were subjected to this identification process
 - Both sources show the discrimination against Jews.
 - Any other relevant answer (Any 1 x 2) (2)
- 3.4 3.4.1 *[Extraction of evidence from Source 3D – L1]*
- Gassing (1 x 1) (1)
- 3.4.2 *[Interpretation of evidence from Source 3D – L2]*
- To prevent a possible uprising
 - To ensure that they do not know that they would be killed
 - To avoid any form of resistance
 - Any other relevant answer (Any 2 x 2) (4)
- 3.4.3 *[Extraction of evidence from Source 3D – L1]*
- Jews had to undress to shower
 - Jews were put in gas vans
 - Jews were gassed (3 x 1) (3)
- 3.4.4 *[Interpretation of evidence from Source 3D – L2]*
- To destroy the evidence
 - They wanted to keep the genocide a secret
 - Germany was losing the war and so they destroyed the camp
 - They did not want to expose themselves to persecution
 - Any other relevant answer. (Any 2 x 2) (4)

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

- Jews in Germany were treated very poorly (Own knowledge)
- Jews were discriminated against (Source 3A)
- Jews were blamed for all of Germany's problems (Source 3A)
- Announce anti-Semitic laws that discriminated against Jews (Source 3A)
- Jews banned from government posts and higher positions (Source 3A)
- Jews only allowed to do unskilled work (Source 3A)
- Jews becomes second-class citizens of Germany (Source 3A)
- Jewish businesses destroyed (Own Knowledge)
- Jews identified for humiliation and discrimination (Source 3B)
- Jews identified by the Star of David (Sources 3B and 3C)
- Jewish children and babies are also subject to identification process (Sources 3B and 3C)
- Jews sent to concentration camps – Chelmno (Source 3D)
- Jews gassed in mass numbers at concentration camps (Source 3D)
- Jewish possessions given or sold to Germans (Source 3D)
- Concentration camps part of Hitler's Final Solution (Self-knowledge)
- Any other relevant answer.

(6)

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 how Jews were persecuted in 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 Jews were persecuted in Germany. • 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 Jews were persecuted in Germany. • 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 say to what extent Stalin was successful in transforming Russia into a superpower. The focus should be on the First and Second Five-Year Plans and the argument should indicate to what extent these changes would make Russia a superpower.

MAIN ASPECTS

Candidates could include the following aspects in their response:

- **Introduction:** The candidate's introduction must answer the question – *Stalin succeeded to a large extent to transform Russia into a superpower by 1939.*

ELABORATION

- Stalin believed that superpower status could only be achieved through complete state control of the economy
- Stalin wanted to increase agricultural production to feed the growing population
- Stalin wanted to increase agricultural production to free more agricultural workers for industry
- Stalin wanted to increase agricultural production to increase exports in order to import machinery and goods
- Farms were collectivised to form kolkhoz (collective farms) and sovkhoz (state farms)
- Small farmers shared machinery and land
- In this way, many landless small farmers become government workers
- Kulaks opposed collectivisation – leading to a decline in agricultural production
- Kulaks were exterminated as a class and collectivisation was enforced
- Small farmers allowed to own their own private piece of land where they could work themselves
- State bought most of the proceeds and production levels started to rise
- *Stalin definitely succeeded in transforming Russia into a superpower by 1939.*
- State sold produce at higher prices and also exported produce
- In this way, the state raised the capital to finance Russia's industrial development
- By 1939, collectivisation was complete and this would ensure the industrial development of Russia
- The purpose of industrial development was to make Russia independent of capitalist countries
- Emphasis on the development of heavy industries – iron and steel
- Emphasis on the development of consumer goods and the development of transport network to serve industrial centres
- New towns and factories were erected
- Magnitogorsk's new industrial town was established
- Factories manufactured according to government quotas

- Propaganda was used to inspire workers and to emphasize the importance of working together for a better future.
- Coal mined – to smelt iron and steel
- 1 500 new factories built
- Workers worked long hours
- Dnieper Dam – hydroelectric power station built
- Large towns and industrial centres were built
- More small farmers moved to the cities (Urbanisation)
- All children aged between 3 and 16 received compulsory education
- Compulsory education created a skilled workforce
- It indoctrinated the youth with communist beliefs
- Apartments were built to solve the housing shortage
- Cars were built in Moscow
- Oil was discovered at Baku
- Building networks of tar roads and canal systems to set up rivers for practical navigation became essential.
- Stalin used encouragement, discipline and terror to achieve his goal
- By 1940, Russia was the world's second largest industrial power
- Industry has now contributed more than 70% of the country's national income

Conclusion: Candidates should tie up the argument with a relevant conclusion with regard to the stance taken in the introduction.

Stalin definitely succeeded to a great extent to transforming Russia into a superpower by 1939.

[50]

QUESTION 5: CAPITALISM IN THE USA, 1900–1940

SYNOPSIS

The candidate can agree or partially agree with the statement and explain the reasons for it. Candidates must focus on the economic problems and the solution thereof in order to support their line of argument.

MAIN ASPECTS

Candidates could include the following aspects in their response:

- **Introduction:** The candidate may agree with or partially agree with the statement.

Roosevelt's New Deal managed to solve America's economic problems because he saved the economy by creating jobs for millions of Americans, restored confidence in banking, and brought hope and optimism to millions of Americans.

OR

- *Roosevelt's New Deal partially succeeded in solving the economic problems because it brought relief and hope, but it definitely did not solve all the problems.*

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 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 should discuss the statement critically by focusing on the keywords in the statement. The impact of Social Darwinism and Eugenics on the indigenous population must be thoroughly discussed.

MAIN ASPECTS

Candidates could include the following aspects in their response:

- **Introduction:** The introduction should focus on the statement.
The pseudo-scientific theories of social Darwinism and Eugenics did indeed have a negative impact on the indigenous population of Australia because many Aborigines were murdered to the point of near extinction.

ELABORATION

- The indigenous or 'first people' of Australia were labelled 'Aborigines' by the British settlers.
- Aborigine is a Latin word from 'ab' meaning origin, and 'origine' meaning from the beginning.
- They account for about 2,5% of the modern Australian population.
- The Aboriginal population of Australia at the time of European settlement has been estimated at between 300,000 and as many as 1 million.
- They lived in small communities with social and religious customs in common.
- Like all other societies, their technology, food and hunting practices varied according to the local environment.
- Those who practice traditional aspects of Aboriginal life currently live in desert areas where European settlement is sparse.
- From the late eighteenth century, during the powerful and imperialist British conquest the indigenous population was dispossessed of their land and died in very large numbers.
- The British began its colonisation of Australia in 1788.
- Massacres accompanied the expansion of their frontier.
- Although many indigenous communities resisted the settlers, the Aboriginal people of Australia suffered one of the biggest attempted exterminations in history.
- Between 1788 and 1900, the indigenous population of Australia had been reduced by 90%.
The disappearance of the Aborigines in southeast Australia was so rapid that it was believed that they would all soon die out.
- Apart from loss of access to land, and death by violent force of arms, infectious diseases like chickenpox, smallpox, influenza and measles killed many.
- Indigenous Australians had a deep spiritual and cultural connection to the land, so being forced off traditional land, caused the disintegration of social cohesion.
- In the first part of the twentieth century, the racial theories of Social Darwinism were popular in Australia and were used to justify settler treatment of the indigenous Australians, as 'subhuman', 'primitive' and an 'inferior race'.
- The Aborigines Protection Act 1909 established camps to provide a place for the 'doomed race to die off' as Aborigines would 'inevitably become extinct'.

- The settler policy allowed many Aborigines to be treated like experimental animals.
- In the 1920's and 30's thousands of indigenous people in communities all over Australia, were subjected to 'scientific' investigation into brain capacity and cranium size.
- Children of mixed Aboriginal and European descent were labelled 'half-castes' and a threat to so-called 'racial purity'.
- A policy based on eugenics theory had these children taken away from their parents 'to breed the blackness out of them'.
- Between 1910 and 1970 up to 100,000 Aboriginal children were taken forcibly from their families.
- Parents were not told where their children were and could not trace them, and children were told that they were orphans.
- The racist government assumed that the Aborigines were 'dying out' which would solve the 'problem'.
- The 'assimilation program' was introduced to eliminate those of mixed descent.
- This was done by the forced removal of Aboriginal children from their families.
- These children are often called the 'Stolen Generations'. Settler policy believed that white, Christian families and boarding schools was the best environment in which to raise Aboriginal children.
- They believed they were doing what was 'protecting them' and was 'best for them', whether the children or their parents liked it or not.
- A National Inquiry was set up in 1995 and found that forcible removal of indigenous children was a gross violation of human rights.
- It was racially discriminatory, and an act of genocide.
The issue is extremely controversial in Australia.

Conclusion: Candidates should tie up the argument with an appropriate conclusion with due regard to the stance taken in the introduction. **[50]**

The pseudo-scientific theories of social Darwinism and Eugenics did indeed have a negative impact on the indigenous population of Australia because many Aborigines were murdered to the point of near extinction.

TOTAL: 150