



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 11

NOVEMBER 2016

**HISTORY P1
MEMORANDUM**

MARKS: 150

This memorandum 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)
LEVEL 2	<ul style="list-style-type: none"> Interpretation of evidence from sources Explain information gathered from sources Analyse evidence from 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.

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 (✓✓✓✓)

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 The following additional symbols can also be used:

- Introduction, main aspects and conclusion not properly contextualised
^
- 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 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

<p>PRESENTATION</p> <p style="text-align: center;">→</p> <p>CONTENT</p> <p style="text-align: center;">↓</p>	<p>LEVEL 7</p> <p>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.</p>	<p>LEVEL 6</p> <p>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.</p>	<p>LEVEL 5</p> <p>Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.</p>	<p>LEVEL 4</p> <p>Planned and constructed an argument. Evidence used to some extent to support the line of argument. Conclusions reached based on evidence.</p>	<p>LEVEL 3</p> <p>Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.</p>	<p>LEVEL 2</p> <p>Attempts to structure an answer. Largely descriptive or some attempt at developing a line of argument. No attempt to draw a conclusion.</p>	<p>LEVEL 1*</p> <p>Little or no attempt to structure the essay.</p>
<p>LEVEL 7</p> <p>Question has been fully answered. Content selection fully relevant to line of argument.</p>	47 – 50	43 – 46					
<p>LEVEL 6</p> <p>Question has been answered. Content selection relevant to a line of argument.</p>	43 – 46	40–42	38 – 39				
<p>LEVEL 5</p> <p>Question answered to a great extent. Content adequately covered and relevant.</p>	38 – 39	36 – 37	34 – 35	30 – 33	28 – 29		
<p>LEVEL 4</p> <p>Question recognisable in answer. Some omissions or irrelevant content selection.</p>			30 – 33	28 – 29	26 – 27		
<p>LEVEL 3</p> <p>Content selection does relate to the question, but does not answer it, or does not always relate to the question. Omissions in coverage.</p>				26 – 27	24 – 25	20 – 23	
<p>LEVEL 2</p> <p>Question inadequately addressed. Sparse content.</p>					20 – 23	18 – 19	14 – 17
<p>LEVEL 1*</p> <p>Question inadequately addressed or not at all. Inadequate or irrelevant content.</p>						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: WAS THE 1917 REVOLUTIONARY CHALLENGE TO CAPITALISM IN RUSSIA SUCCESSFUL?**

- 1.1 1.1.1 [*Definition of historical concepts from Source 1A – L1*]
- (a) *Monarchy*
- A country ruled by a hereditary ruler such as a king or queen. (1 × 2) (2)
- (b) *Communism*
- Economic and political system in which the state controls and owns the means of production and trade for equal distribution of wealth.
 - Economic and political system that promotes a classless society in which the dominant working class acts as a vanguard and the motive force of society.
 - Private ownership is prohibited.
 - Any other relevant response (Any 1 × 2) (2)
- 1.1.2 [*Extraction of Evidence from Source 1A – L1*]
- Removed Russia from the World War I.
 - The monarchy was replaced with a communist state. (2 × 1) (2)
- 1.1.3 [*Extraction and use of evidence from Source 1A – L1*]
- The government had to deal with the civil war immediately after assuming power. (1 × 2) (2)
- 1.1.4 [*Interpretation of evidence from Source 1A – L2*]
- He witnessed the use of repression during his father's reign.
 - Oppression and ruthlessness was a means to keep the masses under control.
 - He wanted to instil fear among his opponents.
 - To disguise the weaknesses of his regime.
 - Any other relevant answer (Any 2 × 2) (4)
- 1.1.5 [*Interpretation and analysis of evidence from Source 1A and own knowledge – L3*]
- Refers to the change in Russia from capitalism to communism.
 - The resolve of the masses was not diminished by the repression of the regime.
 - The tsar lost control and the progressive forces took over.
 - Any other relevant response (Any 2 × 2) (4)

- 1.2 1.2.1 *[Interpretation of evidence from Source 1B – L2]*
- The troops were in solidarity with the revolutionaries.
 - They were also feeling the impact of repression as ordinary members of society.
 - They were tired of being used against the protesting masses.
 - They supported the ideals of the revolution.
 - Any other relevant response (Any 2 × 2) (4)
- 1.2.2 *[Extraction by quoting evidence from Source 1B – L1]*
- “Outside there was evident excitement”. (1 × 2) (2)
- 1.2.3 *[Interpretation, analysis and evaluation of information from Source 1B – L3]*
- The soldiers were armed and ready to use their weapons against the state in support of the revolution.
 - The red flags indicated that they identified with the revolution.
 - The government had lost control of the armed forces.
 - The tsar could not unleash military power on the protesters.
 - Any other relevant answer (2 × 2) (4)
- 1.2.4 *[Extraction of evidence from Source 1B – L1]*
- The soldiers were disorderly.
 - They were led by a student.
 - There were no officers. (Any 2 × 1) (2)
- 1.2.5 *[Interpretation and analysis of information from Source 1B – L2]*
- He was being pragmatic about the situation.
 - He did not want to aggravate an already tense situation.
 - It could be possible that he also supported the action of the soldiers.
 - It could be that he wanted to prevent bloodshed.
 - Any other relevant answer (Any 2 × 2) (4)
- 1.3 1.3.1 *[Extraction and use of evidence from Source 1C – L1]*
- That the tsar had abdicated (surrendered power). (1 × 2) (2)
- 1.3.2 *[Interpretation of evidence from Source 1C – L2]*
- The article is written about a known historical event.
 - The article appeared in a well-known and credible newspaper.
 - The article includes the pictures of Nicholas II and his wife.
 - Any other relevant response (Any 2 × 2) (4)
- 1.4 *[Interpretation of evidence from Source 1C – L2]*
- The source contains the *declaration of rights* for all Russians.
 - Equality of rights is guaranteed.
 - Rights of minorities are protected.
 - Rights are described as being inalienable/unalterable.
 - Any other relevant response (Any 2 × 2) (4)

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

- The 1917 Revolution was successful in challenging and destroying capitalism in Russia.
- Russia withdrew from the WWI as a consequence of the revolution. (Source 1A)
- Russia became a communist state. (Source 1A)
- Furthermore Source 1A refers to the repression in Russia and the response of the progressive forces.
- Source 1A gives evidence of power slipping away from the tsar.
- Source 1B refers to a cardinal event in the struggle against the tsarist regime, the mutiny by soldiers.
- This clearly indicated the defeat of the reactionary forces of the tsar.
- In Source 1C the overthrow of the tsar is reported internationally.
- All traces of the tsarist regime have been wiped out. (Source 1C)
- The adoption of the *Declaration of the Rights of The Peoples of Russia* was the jewel in the crown of the revolution. (Source 1D)
- The equality of rights is enshrined in Source 1D.
- The vestiges of the past regime were uprooted.
- Any other relevant response

LEVEL	CRITERIA	MARKS
Level 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner. • Question not answered. • Partial use of evidence to respond to the question. • Little or no understanding of how successful the 1917 revolution was in challenging capitalism in Russia. • Cannot respond to the question asked. 	0–2
Level 2	<ul style="list-style-type: none"> • Evidence is mostly relevant how successful the 1917 revolution was in challenging capitalism in Russia and relates to a great extent to the topic. • Some understanding of how successful the 1917 revolution was in challenging capitalism in Russia. • Uses evidence in a basic manner but it relates to the question asked. 	3–5
Level 3	<ul style="list-style-type: none"> • Uses evidence that is relevant and appropriate. • Demonstrates a thorough understanding of how successful the 1917 revolution was in challenging capitalism in Russia. • Evidence relates very well to the question. • Evidence is used very effectively in an organised paragraph. 	6–8

(8)
[50]

QUESTION 2: CAPITALISM IN THE USA, 1900–1940**KEY QUESTION: WHAT IMPACT DID THE GREAT DEPRESSION HAVE ON THE LIVES OF ORDINARY AMERICANS?**

- 2.1 2.1.1 *[Extraction of evidence from Source 2A – L1]*
- 24 October 1929 (1 × 1) (1)
- 2.1.2 *[Extraction of evidence from Source 2A – L1]*
- 16 million shares were offered for sale by investors who had lost confidence in the US economy. (1 × 2) (2)
- 2.1.3 *[Interpretation of evidence from Source 2A – L2]*
- The prices of shares continued to fall.
 - Over-speculation in the stock market led to shares losing value.
 - Even amateurs dabbled in the stock market.
 - People wanted to avoid total loss of their investments.
 - Any other relevant response (Any 2 × 2) (4)
- 2.1.4 *[Extraction of evidence from Source 2A – L1]*
- Farm prices fell drastically.
 - Farmers lost their homes.
 - Farmers lost land.
 - Many went hungry. (Any 2 × 1) (2)
- 2.1.5 *[Definition of a historical concept from Source 2A – L1]*
- Collapse of a country's economy leading to devaluation of the country's currency.
 - Economic recession in USA arising from the fall of the American Stock Exchange in 1929. (Any 1 × 2) (2)
- 2.2 2.2.1 *[Extraction of evidence from Source 2B – L1]*
- Marriage rates declined.
 - Decreasing birth rate.
 - Increased desertion rates.
 - Two or more families lived together in the apartments or homes made as single-family residences.
 - In poor families children suffered from malnutrition and inadequate clothing. (Any 4 × 1) (4)
- 2.2.2 *[Extraction and interpretation of evidence from Source 2B – L1]*
- Men were unable to provide for their families.
 - Men felt humiliated by the experience of having to apply for government relief. (2 × 1) (2)

2.2.3 *[Interpretation and analysis of evidence from Source 2B – L3]***JUSTIFIED**

- They felt as inadequate as fathers.
- They felt that they were failing in their traditional role of being the providers for their families.
- They were humiliated.
- Their dignity was being eroded by the fact that they could not fulfil the societal expectations.
- Any other relevant response

NOT JUSTIFIED

- The Great Depression affected everyone regardless of their social status.
- The economic challenges were not linked to cultural or traditional social stereotypes.
- There was nothing they could do in the prevailing conditions of the time to change the economic downturn.
- Any other relevant response (Any 2 × 2) (4)

2.3 2.3.1 *[Interpretation of evidence from Source 2C – L2]*

- There were high levels of unemployment.
- Many people were homeless.
- There was rampant starvation – effects of the depression.
- Any other relevant response (Any 2 × 2) (4)

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

- America is a land of opportunities.
- In America all can achieve their dreams.
- One can become whatever one wants to be.
- America is a land of limitless success.
- Any other relevant response (Any 2 × 2) (4)

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

- The advertising board depicts success whilst the reality is that of abject poverty.
- The writing on the poster proclaims highest standard of living but the suffering is represented by the bread queue that is in the foreground.
- The advertising board depicts life of plenty and limitless luxury, whereas the reality subjects all to a life of begging.
- The people in the bread queue are well dressed which shows their erstwhile status during the days of prosperity.
- Any other relevant response (Any 2 × 2) (4)

2.3.4 *[Analysis and interpretation of evidence from Source 2C – L3]***RELIABLE**

- The source is a primary source.
- It is a photograph that depicts life during the depression.
- The inherent contradiction shows life during the boom period and during the recession period.
- Any other relevant response

NOT RELIABLE

- The possibility exists that the photograph may have been staged.
- It could have been a propaganda tool used during electioneering before the 1933 elections.
- Any other relevant response (Any 2 × 2) (4)

2.4 2.4.1 *[Interpretation and analysis of evidence from Source 2C – L3]*

- Republican Party (1 × 1) (1)

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

- Americans blamed Hoover for the Great Depression.
- They saw the policies of the Republican Party as directly responsible for the Great Depression.
- The Hoover government had no practical solutions to the economic problems engulfing the USA.
- The Democratic Party promised a paradigm shift driven by a central role for government to regulate the economic sphere.
- Any other relevant response (Any 2 × 2) (4)

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

- The Great Depression adversely affected the ordinary Americans.
- Source 2A relates to the collapse of the stock market in USA.
- The source demonstrates the panic sales of shares leading to the crash.
- The impact on farmers and businesses as well as the increase in unemployment is exposed (Source 2A).
- Source 2B depicts the impact of the depression on family life.
- Men were emotionally drained and lost self-worth (Source 2B).
- The traditional role for men as providers within the family was eroded (Source 2B)
- Source 2C juxtaposes life during the boom years and life, as tough as it was, during the Great Depression.
- The ineffective and inconsequential efforts by Hoover are referred to in Source 2D.
- Hoover's response came too late and the people made their choice in 1933. Hoover was defeated in the presidential elections (Source 2D).
- Any other relevant response

LEVEL	CRITERIA	MARKS
Level 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner. • Question not answered. • Partial use of evidence to respond to the question. • Little or no understanding of the devastating impact of the Great Depression on the ordinary people of America. • Cannot respond to the question asked. 	0–2
Level 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic. • Some understanding of the devastating impact of the Great Depression on the ordinary people of America. • Uses evidence in a basic manner but it relates to the question asked. 	3–5
Level 3	<ul style="list-style-type: none"> • Uses evidence that is relevant and appropriate. • Demonstrates a thorough understanding of the devastating impact of the Great Depression on the ordinary people of America. • Evidence relates very well to the question asked. • Evidence is used very effectively in an organised paragraph. 	6–8

(8)
[50]

QUESTION 3: IDEAS OF RACE IN THE LATE 19th AND 20th CENTURIES

KEY QUESTION: HOW WERE THE HUMAN RIGHTS OF MINORITIES VIOLATED IN NAZI GERMANY FROM 1933 TO 1945?

- 3.1 3.1.1 (a) *[Definition of historical concepts from Source 3A – L1]*
Anti-Semitism
- A profound hatred of Jews or any person of Jewish extraction. (1 × 2) (2)
- (b) **Democracy**
- A system of government based on the right of people to elect a government of their choice.
 - A government made up of the representatives of the people, elected by the people governing on behalf of the people.
 - Any other relevant response (Any 1 × 2) (2)
- 3.1.2 *[Extraction of evidence from Source 3A – L1]*
- To lead the nation out of its grave political and economic crisis. (1 × 2) (2)
- 3.1.3 *[Extraction of evidence from Source 3A – L1]*
- Invoked emergency clauses of the constitution.
 - Suspended individual freedoms.
 - The Enabling Act gave Hitler dictatorial powers. (Any 1 × 2) (2)
- 3.1.4 *[Interpretation of evidence from Source 3A – L1]*
- Wanted to have unlimited powers to drive his programme.
 - Did not want parliamentary oversight over his government.
 - He knew that if he had a multi-party democratic system, his project would not be successful.
 - Any other relevant response (Any 2 × 2) (4)
- 3.1.5 *[Interpretation of information from Source 3A and own knowledge – L2]*
- For a long time the Germans had longed for a strong leader like Hitler.
 - Hitler promised to restore German honour and dignity.
 - They were happy with his militarisation programme.
 - They wanted a leader who would take revenge against the Allied powers.
 - Any other relevant answer (Any 2 × 2) (4)
- 3.1.6 *[Interpretation of information from Source 3A and own knowledge – L2]*
- They were regarded as an inferior race.
 - Blamed for the economic depression in Germany.
 - Blamed for Germany's defeat in World War I. (Any 2 × 1) (2)

- 3.2 3.2.1 *[Extraction of information from Source 3B – L1]*
- *New York Herald Tribune* (1 × 1) (1)
- 3.2.2 *[Extraction of evidence from Source 3B – L1]*
- The heading of his article refers to the laws as a shame. (1 × 2) (2)
- 3.2.3 *[Analysis, interpretation and comparison of evidence from Source 3C – L3]*
- Both sources refer to the deprivation of rights for minorities.
 - Both sources define the Jews and Gypsies as non-Aryans.
 - Both sources refer to the fact that the Jews and Gypsies were not allowed to marry Germans.
 - These sources refer to the incarceration of minorities.
 - Any other relevant response (Any 2 × 2) (4)
- 3.2.4 *[Interpretation of evidence from Source 3C – L2]*
- The laws depriving minorities their rights were passed by a formal seating of the German parliament.
 - The source is very specific about what the Jews could or could not do.
 - The Jews were clearly targeted.
 - The source explains the punishment of any violation of the laws as imprisonment and hard labour.
 - Any other relevant explanation. (Any 2 × 2) (4)
- 3.3 3.3.1 *[Extraction of information from Source 3C – L1]*
- As complete freedom (*carte blanche*) to annihilate the Jews. (1 × 1) (1)
- 3.3.2 *[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 from German society for good.
 - The Jews were viewed as contaminating the German race.
 - Any other relevant response (Any 2 × 2) (4)
- 3.4 3.4.1 *[Interpretation of information from Source 3D – L2]*
- The source is from the Allied forces and can be biased.
 - The source is not corroborated by any independent opinion.
 - Any other relevant response (Any 2 × 2) (4)
- 3.4.2 *[Interpretation of information from Source 3D – L2]*
- In both sources reference to the Buchenwald concentration camp is made.
 - Source 3A, Extract 2, refers to incarceration of the Jews and Source 3D is a visual showing prisoners in a concentration camp.
 - There is violation of right to free movement in both sources.
 - Any other relevant response (Any 2 × 2) (4)

3.5 [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)
- 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.
- Source 3C – Jewish businesses and properties were confiscated.
- The seizure of Jewish assets was viewed as “cleansing” the European economy (Source 3C).
- The total annihilation of Jews was regarded as the final solution (Source 3C)
- Jews and Gypsies were sent to concentration camps as prisoners.
- Any other relevant response

LEVEL	CRITERIA	MARKS
Level 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner. • Question not answered. • Partial use of evidence to respond to the question. • Little or no understanding of how the human rights of minorities were violated in Nazi Germany. • Cannot respond to the question asked. 	0–2
Level 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic. • Some understanding of how the human rights of minorities were violated in Nazi Germany. • Uses evidence in a basic manner but it relates to the question asked. 	3–5
Level 3	<ul style="list-style-type: none"> • Uses evidence that is relevant and appropriate. • Demonstrates a thorough understanding of how the rights of minorities were violated in Nazi Germany. • Evidence relates very well to the question asked. • Evidence is used very effectively in an organised paragraph. 	6–8

(8)
[50]

SECTION B: ESSAY QUESTIONS**QUESTION 4: COMMUNISM IN RUSSIA, 1900–1940****4.1**

Evaluate whether Lenin's economic policies were successful in Russia after the revolution in 1917.

SYNOPSIS

Candidates are expected to evaluate whether, in the context of the turmoil in Russia, the two economic policies that Lenin implemented were successful or not. In answering this question the candidate is expected to take a viewpoint or stance and then use relevant content to support that viewpoint/stance.

MAIN ASPECTS**INTRODUCTION**

The candidate should take a stance in the introduction in view of the question statement posed. The stance assumed should then be argued consistently in the essay, using relevant historical evidence.

ELABORATION

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

CONCLUSION

Candidates should tie up the argument with a relevant conclusion that reinforces the stance taken in the introduction.

[50]

4.2

“Stalin was both a blessing and a curse for Russia.”

Do you agree with this statement?

Support your answer using relevant evidence with specific reference to economic development in Russia under Stalin and his repressive reign.

SYNOPSIS

This question requires the candidate to evaluate the positive economic development that took place in Russia under Stalin. The candidate should also look at the negative aspects of Stalin’s rule. The focus must be on economic development and planning under Stalin and his repressive leadership. The candidate must then use relevant and credible evidence to develop a proper argument.

MAIN ASPECTS

INTRODUCTION

Introduction should focus on the impact of Stalin’s economic programme, his leadership and his legacy in Russia, both positive and negative.

ELABORATION

- The power struggle after Lenin’s death
- Election of Stalin and Trotsky’s exile.
- Stalin’s opposition to the NEP – withdrawal of the NEP
- Stalin’s objectives – Economic Development and Planning
- Role of Gosplan
- First Five Year Plan
- Second Five Year Plan
- Third Five Year Plan and the Second World War
- Impact on economy
- Stalin’s repressive leadership style
- Purging of opposition groups
- Purging of potential challengers within the Communist Party
- Closed nature of the Russian society

CONCLUSION

Candidates should tie up the argument with a relevant conclusion.

[50]

QUESTION 5: CAPITALISM IN THE USA, 1900–1940**5.1**

It can be argued that the collapse of the US economy in 1929 could have been avoided or at least the extent of the collapse could have been minimised if the government of USA had taken positive steps to regulate the economy.

Do you agree with this statement?

Support your answer with relevant historical evidence.

SYNOPSIS

In answering this question the candidate must take a stance/viewpoint and use relevant historical evidence to support their opinion. The candidate must focus on the weaknesses/defects in the economy or reasons for the collapse of the US economy and the failure of government to take corrective action to prevent malpractices.

MAIN ASPECTS**INTRODUCTION**

Introduction should focus on the nature of the American economy in the 1920s highlighting the integrated nature of the causes of the Great depression and the lack of regulation of economy by the Republican government.

ELABORATION

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

CONCLUSION

Candidates should tie up the argument with a relevant conclusion.

[50]

5.2

Critically discuss the effects/results of the Great Depression in the USA.

SYNOPSIS

The candidate is required to discuss, and offer insightful critique, the effects of the Great Depression in the USA. The emphasis should be on the economic, social and political impact of the Great Depression.

MAIN ASPECTS

INTRODUCTION

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

ELABORATION

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

CONCLUSION

Candidates should tie up the argument with an appropriate conclusion.

[50]

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

Discuss critically whether the application of eugenics and Social Darwinism on the indigenous people of Australia could be regarded genocide or not.

SYNOPSIS

The candidate must focus on the implementation of eugenics policies and Social Darwinism in Australia. The candidate must take a view whether the application of these policies amounted to genocide against the Aborigines or not. The viewpoint so assumed must be supported with relevant evidence.

MAIN ASPECTS**INTRODUCTION**

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

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.

[50]**TOTAL: 150**