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Province of the
EASTERN CAPE
EDUCATION

NATIONAL SENIOR CERTIFICATE

GRADE 11

NOVEMBER 2022

HISTORY P1
MARKING GUIDELINE

MARKS: 150

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This marking guideline consists of 23 pages.

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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	• Extract evidence from sources. • Selection and organisation of relevant information from sources. • Define historical concepts/terms.	**30% (15)**
LEVEL 2	• Interpretation of evidence from sources. • Explain information gathered from sources. • Analyse evidence from the sources.	**40% (20)**
LEVEL 3	• 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 (✓✓✓✓)

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Paragraph question

Paragraphs are to be assessed globally (holistically). Both the content and structure of the paragraph must be taken into account when awarding a mark. The following steps must be used when assessing a response to a paragraph question:

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

_____ + _____ + _____
_____ + _____ + _____
√√√√ Level 2

Used mostly relevant evidence to write a basic paragraph

- Count all the ticks for the source-based question and then write the mark on the right-hand bottom margin e.g.

$\frac{32}{50}$

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

2. ESSAY QUESTIONS

2.1 The essay questions require candidates to:

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

2.2 Marking of essay questions

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

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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. Each paragraph should include a point that sustains a major point (line of argument) that was made in the introduction.
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.

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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	

COMMENT

Some omissions in content coverage.
Attempts to sustain a line of argument.

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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

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*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

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SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: HOW DID STALIN'S FIVE-YEAR PLANS TRANSFORM RUSSIA INTO AN INDUSTRIALISED STATE BY 1939?

1.1 1.1.1 *[Definition of historical concept in own words from Source 1A – L1]*

- The transformation of an agricultural economy to a one that is based on the manufacturing of goods.
- Any other relevant response (Any 1 x 2) (2)

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

- 'The Soviet Union would not be able to defend itself against an invasion from capitalist countries in the West' (1 x 2) (2)

1.1.3 *[Definition of historical concept in context from Source 1A – L2]*

- Combining small farms into large farms called communes
- Any other relevant response (Any 1 x 2) (2)

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

- Farming needed machinery to cultivate and work the agricultural lands
- Agricultural mass production necessitated technological developments in the oil and petrol industries
- Collective farms needed electricity hence power stations were built.
- Stalin used the profits of agriculture to fund the development of industries
- The raw agricultural products had to be converted into consumer goods.
- Any other relevant response. (Any 2 x 2) (4)

1.1.5 *[Determine usefulness of Source 1A – L3]*

The source is useful to a great extent because:

- It states that Stalin wanted to protect Russia against an attack from capitalist countries
- It states that Russia was a backward country that's why Stalin wanted to transform Russia into a superpower
- It explains how Stalin used agriculture as the basis for industrial development
- Any other relevant response. (1 x 2) (2)

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1.2 1.2.1 *[Extraction of evidence from Source 1B – L1]*
- Continued the primary emphasis on heavy industry (1 x 2) (2)

1.2.2 *[Extraction of evidence from Source 1B – L1]*
- Industry failed to meet its production targets
- Agriculture lost ground in comparison with 1928 yields (2 x 1) (2)

1.2.3 *[Interpretation of evidence from Source 1B – L2]*
- The gross agricultural production increased by just under 54%.
- Gross industrial production more than doubled
- The Russian defence industry transformed and improved
- Any other relevant response (Any 2 x 2) (4)

1.2.4 *[Interpretation of evidence from Source 1B – L2]*
- Russia suffered heavy defeats during the First World War
- Russia lost the greatest number of lives during the First World War
- The capitalist neighbouring states did not act as a buffer
- Stalin was afraid that Russia would be defeated again in future wars
- Stalin wanted to protect and safeguard Russia as a communist state
- Any other relevant response (Any 2 x 2) (4)

1.3 1.3.1 *[Extraction of evidence from Source 1C – L1]*
- 18,3 (1 x 2) (2)

1.3.2 *[Interpretation of evidence from Source 1C – L2]*
- The Second World War had started
- Russia was preparing to protect herself against German aggression
- The increase in iron and steel production facilitated the rapid production of armaments
- Stalin wanted Russia to protect herself against capitalist countries
- Any other relevant response (Any 1 x 2) (2)

1.3.3 *[Interpretation of evidence from Source 1C – L2]*
- The production of coal increased
- More factories were built
- Housing development increased
- Production of electrical goods increased.
- The building of hydro-electrical dams increased electricity supply
- Any other relevant response (Any 1 x 2) (2)

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1.4 *[Comparison of evidence from Sources 1A and 1C – L3]*

- Source 1A states that the aim of the Five-Year plan was to concentrate on iron and steel, whilst Source 1C shows the increase in the production of iron and steel.
- Source 1A states that oil and power stations were needed for industrialisation which is clearly indicated in Source 1C where oil and electricity output increased tremendously
- Source 1A states that Russia needed to defend herself from capitalist countries and this is supported by the increase in the number of tanks and warplanes in Source 2C
- Any other relevant response (Any 1 x 2) (2)

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

- 'The USSR was able to play a major part in the defeat of Germany during the Second World War.' (1 x 1) (1)

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

- 'Improved supply of electricity'
- 'greater number of machines built'
- 'Almost all heavy industries enjoyed substantial increases in production'
- 'There were many large-scale industrial and building developments, such as the Dnieper Dam, the Moscow Metro and the steelworks at Magnitogorsk, Gorky and Kutznetsk
- Life for many ordinary Russians improved after 1917'
- 'They had city housing schemes'
- 'universal health care'
- 'pensions and sickness benefits'
- 'From 1934 it was compulsory for children to receive eleven years of education'
- 'Illiteracy declined from about 50% in 1924 to 19% '
- 'The USSR was also largely free from the unemployment'.
- Any other relevant response. (Any 3 x 1) (3)

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

- To eradicate illiteracy.
- To create a skilled workforce
- To indoctrinate Russians with communist ideology.
- To reduce social evils in Russian society
- Any other relevant response (Any 2 x 2) (4)

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

- Ordinary citizens did not benefit from the wealth that was generated through industrialisation
- The government used the profits of the industries and agriculture to fund further development
- The government used proceeds of the economy to develop and modernise the Russian army for future protection from capitalist countries.
- Any other relevant response (Any 2 x 2) (4)

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1.6 *[Interpretation, analysis and synthesis of evidence from relevant sources – L3]*

Candidates may use the following as points to answer the question:

- Stalin accepted the need for collectivisation and industrialisation Source 1A)
- Agriculture was collectivised and mechanised (Own knowledge and Source 1A)
- Power stations and oilfields were developed (Source 1A and 1D)
- State control over the economy to drive industrialisation (Own knowledge)
- Stalin demanded rapid industrialisation to prevent an invasion from capitalist countries (Source 1A and 1D)
- Five-Year Plans emphasised heavy industry (Sources 1B and 1D)
- More consumer goods were produced (Source 1B)
- Russian defence developed and modernised (Sources 1B and 1C
- Dnieper dam supplied hydro-electrical power (Sources 1C and 1D)
- Compulsory education eliminated illiteracy (Source 1D)
- Production of coal doubled – supplied more electricity (Source 1C)
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner e.g., shows little or no understanding **of how the Five-Year Plans transformed Russia into an industrialised state by 1939.** • Uses evidence partially to report on topic or cannot report on topic.	**MARKS 0–2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent to the topic e.g., shows some understanding **of how the Five-Year Plans transformed Russia into an industrialised state by 1939.** • Uses evidence a very basic manner.	**MARKS 3–4**
LEVEL 3	• Uses relevant evidence e.g., demonstrates a thorough understanding **of how the Five-Year Plans transformed Russia into an industrialised state by 1939.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 5–6**

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

2.1 2.1.1 *[Definition of a historical concept from Source 2A – L1]*
- Period of economic hardship experienced by the American public after the collapse of the stock market
- Any other relevant response (1 x 2) (2)

2.1.2 *[Extraction of evidence from Source 2A – L1]*
- To lift the United States out of the Great Depression.
- economic relief to the suffering
- regulate private industry
- and grow the economy (4 x 1) (4)

2.1.3 *[Interpretation of evidence from Source 2A – L2]*
- The capitalist economic system failed millions of Americans
- The capitalist system was not regulated by government
- The capitalist system was based on rugged individualism without taking the consequences into account
- The suffering caused by the failed economic system had to be addressed by government and not by private individuals
- Any other relevant response (Any 2 x 2) (4)

2.1.4 *[Interpretation of evidence from Source 2A – L2]*
- The government is ultimately responsible for the welfare of all their citizens
- Government must regulate the economy to prevent economic collapse and impending economic hardships of people
- Government must provide a safety net for the poor, elderly and unemployed.
- Any other relevant response (Any 1 x 2) (2)

2.2 2.2.1 *[Extraction of evidence from Source 2B – L1]*
- notion (thought) of limited production. (1 x 2) (2)

2.2.2 *[Extraction of evidence from Source 2B – L1]*
- 'He wanted farmers, labourers and businessmen to begin producing less'
- 'supply and demand would restore the market'
- Any other relevant answer (2 x 1) (2)

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2.2.3 *[Interpretation of evidence from Source 2B – L2]*
- America was experiencing severe poverty and hunger as a result of unemployment
- Millions of people were starving and yet he wanted farmers to produce less
- Millions of people were jobless and could not afford to buy food
- Any other relevant response (Any 1 x 2) (2)

2.2.4 *[Interpretation of evidence from Source 2B – L2]*
- A tenant farmer that would rent a piece of land from the owner and repays him with a share of his crop as rent.
- Any other relevant response (Any 1 x 2) (2)

2.2.5 *[Interpretation of evidence from Source 2B – L2]*
- The NRA regulated working hours
- The NRA increased the wages of labourers
- It allowed for collective bargaining
- It introduced codes to regulate businesses for fair prices
- Any other relevant answer (Any 2 x 2) (4)

2.3 2.3.1 *[Extraction of evidence from Source 2C – L1]*
- To modernise and reduce unemployment in the Tennessee River valley (1 x 2) (2)

2.3.2 *[Extraction of evidence from Source 2C – L1]*
- Cheap electricity to thousands of people
- Created affordable employee housing
- Manufactured cheap fertiliser
- Drained thousands of acres for farming (Any 2 x 1) (2)

2.3.3 *[Interpretation of evidence from Source 2C – L2]*
- Government electricity prices were cheaper than theirs.
- They could not compete against government
- They were denied the opportunity of competition
- The loss of money because government initiatives were more favourable to the consumers
- Any other relevant response (Any 2 x 2) (4)

2.3.4 *[Determining the usefulness of Source 2C – L3]*
Source is useful because:
- It shows the positive results of the TVA
- It shows that government intervention can improve the lives of people
- It highlights the importance of government intervention to uplift the standard of living in America
- It shows both the positive and negatives of government intervention in business
- Any other relevant response (Any 1 x 2) (2)

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

- The intention was to rally support for the SSA
- To show that the elderly was happy with the SSA
- To show that the senior citizens supported the government initiative
- Any other relevant response (Any 2 x 2) (4)

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

- The SSA provided cash pensions to their needy aged
- The SSA created a system of Federal old-age benefits for retired workers
- It paid financial benefits to retirees over age 65 based on lifetime payroll tax contributions.
- Provided unemployment insurance funded by an employer
- Provided financial assistance for widows with children
- Provided financial assistance for disabled individuals
- Any other relevant answer (Any 2 x 2) (4)

2.5 *[Comparison of information from Source 2A and Source 2D – L3]*

- Source 2A states that New Deal will lift the USA out of the depression, and this is supported in Source 2D where the SSA lifts the elderly out of the Depression
- Source 2A states that New Deal will reform the regulatory legislation whilst the SSA in Source 2D is the outcome of that reform
- Source 2A states that the government is responsible for the welfare of its citizens, and this is supported in 2D where the welfare of senior citizens are taken care of by the government
- Any other relevant response (Any 1 x 2) (2)

2.6 *[Interpretation, analysis and synthesis of evidence from relevant sources – L3]*

Candidates may include the following aspects in their responses:

- The New Deal promised to lift America out of the depression (Source 2A)
- The New Deal regulated economy and looked after welfare of its people (Source 2A and 2D)
- The New Deal led to direct intervention of government into the economic activities of the country to prevent future depressions (Source 2A)
- The New Deal brought relief to thousands of people (Source 2B)
- The National Industrial Recovery Act encouraged an increase in labour wages and a decrease in hours worked during a week. (Source 2B)
- AAA did not solve the problem of sharecroppers (Source 2B)
- The TVA provided cheap electricity to thousands of people. (Source 2C)
- The TVA created affordable employee housing (Source 2C)
- The TVA manufactured cheap fertiliser and drained thousands of acres for farming. (Source 2C)
- The Social Security Act provided old age pensions for the elderly (Source 2D)

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- The SSA provided an unemployment fund (Source 2D)
- Many believe that it was the Second World War that lifted the USA out of the depression.
- Any other relevant answer.

Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner e.g., shows little or no understanding **of whether Roosevelt's New Deal achieved the objectives of relief, reform and recovery of the American economy.** • Uses evidence partially to report on topic or cannot report on topic.	**MARKS 0–2**
LEVEL 2	• Evidence is mostly relevant and relates to the topic e.g., shows some understanding **of whether Roosevelt's New Deal achieved the objectives of relief, reform and recovery of the American economy** • Uses evidence in a very basic manner.	**MARKS 3–4**
LEVEL 3	• Uses relevant evidence e.g., demonstrates an insight **of whether Roosevelt's New Deal achieved the objectives of relief, reform and recovery of the American economy** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 5–6**

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QUESTION 3: WHAT WAS THE IMPACT OF PSEUDO-SCIENTIFIC RACE THEORIES ON NAZI RACIAL POLICIES IN THE 1930s AND 1940s?

3.1 3.1.1 *[Definition of historical concept in your own words from Source 3A – L1]*
- Deliberate prejudice, discrimination or hatred against people because of their colour, ethnicity or nationality
- Any other response (Any 1 x 2) (2)

3.1.2 *[Interpretation of information from Source 3A – L2]*
- Animals that can adapt to their environment have a better chance for survival
- Animals that can adapt to their environment have a better chance for reproduction at the expense of others
- Any other relevant response (Any 2 x 2) (4)

3.1.3 *[Extraction of evidence from Source 3A – L1]*
- Justify imperialism
- Justify racism
- Justify eugenics
- Justify social inequality
- Any other relevant response. (4 x 1) (4)

3.1.4 *[Interpretation of evidence from Source 3A – L2]*
- It was research done on animals and not on humans
- There is no scientific proof that one race is superior to the other
- Humans are not in a competition amongst each other.
- Any other relevant response (Any 2 x 2) (4)

3.2 3.2.1 *[Extraction of evidence from Source 3B – L1]*
- Thousands of people were forcibly sterilised (1 x 2) (2)

3.2.2 *[Definition of historical concept from Source 3B – L2]*
- The belief that the human race can be improved through selective breeding
- Any other relevant response (Any 1 x 2) (2)

3.2.3 *[Extraction of evidence in Source 3B – L1]*
People with:
- Congenital mental deficiency
- Schizophrenia
- Epilepsy
- Hereditary deafness and blindness
- Any severe hereditary deformity
- Alcoholics (Any 4 x 1) (4)

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3.2.4 *[Interpretation of evidence from Source 3B – L2]*
- No freedom of choice
- No freedom to live
- No freedom to determine your own future
- No freedom to reproduce
- Any other relevant response (Any 2 x 2) (4)

3.3 3.3.1 *[Extraction of evidence from Source 3C – L1]*
- They were forced to sign sterilisation authorisation forms.

(1 x 2) (2)

3.3.2 *[Interpretation of evidence from Source 3C – L2]*
- Babies were separated from their parents and handed over.
- Babies denied the opportunity to bond with their mother/parents
- Babies right to a normal life was taken away
- Babies right to life was taken away because of deaths emanating from medical experiments
- Any other relevant response (Any 2 x 2) (4)

3.3.3 *[Interpretation of evidence from Source 3C – L2]*
- She was afraid that they might kill the other twin
- She did not want them to continue their research on her child
- She was afraid that she might never see her child again
- It was her legitimate right to raise her child.
- Any other relevant response (Any 2 x 2) (4)

3.4 3.4.1 *[Interpretation of evidence from Source 3D – L2]*
- To indicate to the world that the Eugenics practices were accepted by non-Arians
- To mislead the public
- To show that the improvement of the human race through eugenics was successful
- Any other relevant response. (Any 2 x 2) (4)

3.4.2 *[Determining the limitations of Source 3D – L3]*
- Bias towards the German medical practitioners
- It does not depict the pain and anger that the couple endured
- It was a propaganda photoshoot – meaning they were forced to pose for the picture
- It puts eugenics in a positive light
- Any other relevant response. (Any 1 x 2) (2)

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3.5 *[Comparison of information from Source 3C and 3D – L3]*

- In Source 3D the couple looks very happy about the eugenics program whilst in Source 3C states that the couple was forced to sterilise.
- Source 3C states that they were forced to give up their children whilst source 3D shown that they are the custodians of their children
- Source 3C mentions that one of the twins died as a result of the eugenics experiment whilst Source 3D shows the couple pushing both their children in a pram.
- Any other relevant response (Any 1 x 2) (2)

3.6 *[Interpretation, analysis and synthesis from relevant sources – L3]*
Candidates may include the following aspects in their responses:

- Social Darwinism theories applied to the human race (Source 3A)
- 'Survival of the fittest' – the idea that certain people become powerful in society because they are innately better (Source 3A)
- Law for the Prevention of Hereditarily Diseased Offspring – hundreds of thousands of people were forcibly sterilised. (Source 3B)
- Sterilisation to prevent the spread of hereditary diseases. (Source 3B)
- Led to a life without the possibility of having children. (Source 3B)
- Many were heavily traumatised and suffered their entire lives (Source 3B)
- All non-Arians were subjected to sterilisations (Source 3B)
- Gabriel and Theresia Reinhard were forced to give up their children (Source 3C)
- The twins were experimented on and one died (Source 3C)
- Theresia grabbed the remaining twin and fled (Source 3C)
- Gabriel and Theresia Reinhard were forced to take propaganda photos to rally support for eugenics program (Source 3D)
- Any other relevant response

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Use the following rubric to allocate a mark:

LEVEL 1	• Cannot extract evidence or extract evidence from the sources in a very elementary manner **e.g., shows no or little understanding of the impact of Pseudo Scientific theories on Nazi Racial policies in the 1930s and 1940s.** • Uses evidence partially to report on topic or cannot report on topic.	**MARKS 0–2**
LEVEL 2	• Extract evidence from the sources that is mostly relevant and relates to a great extent to the topic **e.g., showing an understanding of the impact of Pseudo Scientific theories on Nazi Racial policies in the 1930s and 1940s.** • Uses evidence in a very basic manner.	**MARKS 3–4**
LEVEL 3	• Use evidence from sources very effectively in an organised paragraph that shows an understanding of the topic **e.g., demonstrates a thorough understanding of the impact of Pseudo Scientific theories on Nazi Racial policies in the 1930s and 1940s.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 5–6**

(6)
[50]

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SECTION B: ESSAY QUESTIONS

QUESTION 4: COMMUNISM IN RUSSIA, 1900–1940

[Plan and construct an original argument based on relevant evidence using analytical and interpretative skills.]

SYNOPSIS
Candidates need to agree or disagree with the statement and support their argument with relevant historical evidence.

MAIN ASPECTS
Candidates should include the following aspects in their responses:
Introduction: Candidates should agree or disagree with the statement and briefly explain their reasons.

ELABORATION
CIVIL WAR
- 1918 Civil war between Lenin's Reds and his opposition Whites
- Reds won that war – why – the role of Trotsky
- Cheka eliminated enemies (Red Terror)
- War Communism – state control over economy
- All food and ammunition were given to the Red Army

WAR COMMUNISM
- State control over economy
- Private ownership (capitalism) abolished
- Food patrols collected grain sometimes by force
- Was dictated by military needs, considerations and conditions of the Red Army. The result – peasants resisted communism by producing for their own consumption
- This led to famine – 5 million people died of starvation
- Led to peasant strikes
- Bolsheviks became unpopular
- Communism has failed
- To remain in power Lenin abandoned war communism
- Introduced his New Economic Policy
- **THE NEP –** was a compromise with capitalism
- It allowed private ownership on a limited scale
- Capitalist features – peasants could sell their surplus on **open market after they gave the state their quota**
- **Kulaks** were wealthy peasants – classes created
- Industries were privatised but owners lost their right to vote
- Incentive bonuses were given to increase production
- This led to a wealthy group of industrialists called Nep men
- Incentive bonuses given to increase production
- Banks gave loans to prospective businessmen
- Kulaks could hire workers and lease land
- Tax paid in cash

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- Income and property tax were introduced on urban dwellers
- Trade agreements signed with other capitalist countries
- This encouraged foreign investment
- Results – an economic success
- Split communist thinking
- Any other relevant response.

- Conclusion: Candidates should tie up their argument with a relevant conclusion. **[50]**

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QUESTION 5: CAPITALISM IN THE USA, 1900–1940

[Plan and construct an original argument based on relevant evidence using analytical and interpretative skills.]

SYNOPSIS
Candidates must focus on the causes of the Great Depression and the inability of the US government to control capitalism in America

MAIN ASPECTS
Candidates should include the following aspects in their responses:
Introduction: Candidates should critically discuss the causes of the Great Depression and the inability of the US government to control capitalism in America.

ELABORATION
- The Great Depression was a worldwide business slump in the 1930's
- It began with the collapse of the Wall Street stock market in the USA
- It caused a sharp decrease in world trade and effected almost every nation
- It had serious consequences and led to some countries changing their leaders and type of government
- Agriculture: After war farmers saddled with surplus products, because Europe produced again
- Farmers could not pay bonds, laid off workers, many were ruined.
- Isolation Policy: USA imposed high tariffs on imported goods – other countries did the same
- USA businesses could not sell their surpluses abroad
- Over speculation: Ordinary people were allowed to buy shares on the 'margin'
- This pushed prices up, in decline, panic sales followed, and shares became worthless.
- Speculators, banks and investors were financially ruined
- Over production: More goods were produced than people could afford to buy.
- Factories lowered prices, made smaller profits, laid off workers.
- Easy credit and extravagance: Advertising and hire purchase urged people to spend.
- People were buying beyond their capacity to pay.
- Banks offered unwise loans to public for speculating.
- Trusts: giant firms dominated the business world by forming trusts
- They kept wages low and prices high
- This depressed demand because people could not afford to buy products
- Any other relevant response.

- Conclusion: Candidates should tie up their argument with a relevant conclusion. **[50]**

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

[Plan and construct an original argument based on relevant evidence using analytical and interpretative skills.]

SYNOPSIS
Candidates should indicate to what extent the pseudo-scientific theories based on Social Darwinism and Eugenics impacted the lives of non-Aryans living in Germany

MAIN ASPECTS
Candidates should include the following aspects in their responses:
Introduction: Candidates should indicate to what extent the pseudo-scientific theories based on Social Darwinism and Eugenics impacted the lives of Jews living in Germany. They must also indicate how they intend to support their line of argument.

ELABORATION
Causes
- Social Darwinism believes that there is a hierarchy of human species into 'races'
- Social Darwinism is a false application of Darwin's ideas such as adaptation and natural selection
- Social Darwinism does not believe in the principle of equality of all human beings.
- It states that some human beings are biologically superior to others
- The strongest or fittest should survive and flourish in society
- The weak and unfit should be allowed to die
- The strongest nation was the fittest, therefore the best, and consequently had an inherent right to rule.
- It was therefore natural, normal, and proper for the strong to thrive at the expense of the weak.
- White Protestant Europeans had evolved much further and faster than other 'races'.
- So-called 'white civilised' industrial nations that had technologically advanced weapons had the moral right to conquer and 'civilise' the 'savage blacks' of the world.
- Social Darwinism was used to rationalise imperialism, colonialism, racism and poverty.
- Germany
- Eugenics was one of the pillars of Nazi ideology, and in Nazi Germany state-run eugenics programs were practiced.
- Eugenics believed in the study of human improvement by genetic means.
- Planned human betterment through selective mating
- Mental qualities (such as genius and talent) are inherited.
- Conscious intervention to avoid over-breeding by 'less fit' members of society and the under-breeding of the 'more fit' ones.
- Anti-Jewish Nazi laws and decrees
- Hitler wanted to make Nazi Germany *Judenrein* (free of Jews)

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- Rather, anti-Jewish oppressive measures were slowly introduced to exclude Jews from all aspects of German life.
- Anti-Semitic laws went hand in hand with state violence and terror.
- Jewish businesses were boycotted
- All Jews had to wear a yellow Star of David badge to make them easy to identify
- Jews were dismissed from the civil service
- Jews were expelled from all schools and universities
- Jews were stripped of all citizenship rights
- Marriage or sexual relations between Jews and 'Aryans' was forbidden
- Jews were forbidden in certain places (for example, Jews were forced to sit on separate benches, were not permitted to use public facilities, travel on trams, or attend opera, theatre or cinema, were not admitted to restaurants, hotels, shops or hospitals)
- After June 1938, the Nazis began the systematic expropriation of Jewish property
- Jews were the main targets of genocide.
- The following people were also considered 'inferior' and 'undesirable', and were sterilised, sent to concentration camps or killed:
  - Sinti and Roma (gypsies)
  - Mentally and physically disabled patients
  - Jehovah's Witnesses
  - Black people and people of 'mixed marriage' (mixed marriage of mixed race?)
  - Criminals
  - Opponents of the Nazis
- 1941 the Nazis implemented the 'final solution to the Jewish question.'
- They decided to murder every Jewish man, woman and child in Europe.
- Men, women and children were rounded up and shot by firing squads in and buried mass graves.
- But shooting by firing squads was inefficient and too personal for the killers.
- Mass 'extermination' by gas – large numbers of Jews killed
- Six 'Death Camps' were established – all were situated in Poland.
- Auschwitz-Birkenau, Majdanek, Chelmno, Belzec, Sobibor and Treblinka, were constructed for the purpose of killing.
- Gas vans and gas chambers were constructed at the death camps.
- Zyklon B gas was used.
- Any other relevant response.

- Conclusion: Candidates should tie up their argument with a relevant conclusion. **[50]**

TOTAL: 150

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