Province of the
EASTERN CAPE
EDUCATION

NATIONAL SENIOR CERTIFICATE

GRADE 11

NOVEMBER 2024

HISTORY P1
MARKING GUIDELINE

MARKS: 150

This marking guideline consists of 24 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	• 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

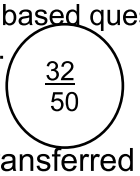
Paragraphs are to be assessed globally (holistically). Both the content and structure of the paragraph must be taken into account when awarding a mark. The following steps must be used when assessing a response to a paragraph question:

- 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

Use 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.



- 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), for 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 |√
- 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.

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

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SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1 WHAT WAS THE IMPACT OF LENIN'S NEW ECONOMIC POLICY ON THE RUSSIAN ECONOMY?

1.1 1.1.1 *[Definition of historical concept from Source 1A – L1]*
- The New Economic Policy was an economic policy adopted by Lenin to save the Soviet Union from total collapse.
- A compromise policy with capitalism implemented to help Russia after war communism.
- Any other relevant response. (1 x 2) (2)

1.1.2 *[Extraction of evidence from Source 1A – L1]*
- Policy of War Communism brought national economy to a point of total breakdown.
- The Kronstadt Rebellion of March 1921. (2 x 1) (2)

1.1.3 *[Extraction of evidence from Source 1A – L1]*
- The return of most agriculture, retail trade and small-scale light industry to private ownership.
- The State retained control of heavy transport, banking and foreign trade.
- Money was reintroduced into the economy in 1922.
- Peasantry were allowed to own and cultivate their own land. (Any 3 x 1) (3)

1.1.4 *[Analysis of evidence from Source 1A – L2]*
- The NEP allowed the Kulaks to sell on an open market.
- It allowed them to own something and get rewarded for their work.
- They became a rich class of farmers.
- Any other relevant response. (Any 2 x 2) (4)

1.1.5 *[Interpretation of evidence from Source 1A – L2]*
- It was a temporal shift from strict communism to a relaxed form of socialism.
- It was a compromise policy seeing the mess Russia found herself in due to war communism.
- A temporal deviation from Russia's policy of communism to a capitalist kind of economy.
- Any other relevant response. (Any 1 x 2) (2)

1.2 1.2.1 *[Definition of a concept from Source 1B – L2]*
- Requisitioning refers to the forceful grain demand from the farmers by the government in Russia.
- Any other relevant response. (1 x 2) (2)

1.2.2 *[Interpretation of evidence from Source 1B – L2]*
- To allow Russia 'time' to recover from her economic problems.
- To make Russia cope so that communism can win at the end.
- Any other relevant response. (Any 1 x 2) (2)

1.2.3 *[Interpretation of evidence from Source 1B – L2]*
- It resulted in the improvement of Agricultural production.
- Peasants increased their profits by producing more.
- New classes of Kulaks and Nepmen emerged.
- Industrial production also increased after the NEP.
- Any other relevant response. (Any 2 x 2) (4)

1.2.4 *[Extraction of evidence from Source 1B – L1]*
- Kulaks
- Nepmen (2 x 1) (2)

1.3 1.3.1 *[Extraction of evidence from Source 1C – L1]*
- 1928 (1 x 1) (1)

1.3.2 *[Extraction of evidence from Source 1C – L1]*
- 1921 (1 x 1) (1)

1.3.3 *[Interpretation of evidence from Source 1C – L2]*
- The NEP was a success / fruitful.
- It did a lot to improve the Russian economy.
- Any other relevant response. (Any 2 x 2) (4)

1.3.4 *[Determining the limitations of Source 1C – L3]*
This source is limited because:
- It shows only the positive side of the NEP.
- It is biased towards/favours the NEP.
- Shows the viewpoint of staunch supporters of capitalism.
- Any other relevant response. (Any 1 x 2) (2)

1.4 1.4.1 *[Extraction of evidence from source 1D – L1]*
- The NEP was masterfully designed to bring capital into the state, which it did. (1 x 1) (1)

1.4.2 *[Extraction of evidence from Source 1D – L1]*
- To have capitalism in place until the economy was strong enough to achieve socialism. (1 x 2) (2)

1.4.3 *[Interpretation of evidence from Source 1D – L2]*
- Capitalism would lead to the exploitation of Russian workers.
- It would destroy the classless society.
- The rich would become richer, and the poor would become poorer.
- Any other relevant response. (Any 2 x 2) (4)

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

- Lenin suggested that Soviet people should guard against the capitalists.
- Lenin believed that capitalists would force the Russians to work hard for them.
- They will not share the profits they make with the Russians.
- Any other relevant response. (Any 2 x 2) (4)

1.5 *[Comparison of evidence from Sources 1B and 1C – L3]*

- Both Sources indicate that there was production increase after the NEP.
- Both Sources refer to improvements in wages of the industrial workers.
- Any other relevant response. (Any 1 x 2) (2)

1.6 *[Interpretation, evaluation and synthesis of evidence from relevant sources- L3]*

- The Soviet Union's economy had come to a standstill due to War communism (Source 1A)
- Forced grain requisition led to the farmers burning their crops and livestock (own knowledge)
- The Kronstadt rebellion by the sailors forced Lenin to introduce NEP (Source 1A)
- Lenin realised that the country needed a shift from strict socialism as a temporary measure (Source 1A)
- The replacement of grain requisition with a fixed tax brought improvements after the NEP introduction (Source 1B)
- Farmers were allowed to sell their surpluses in the open market (own knowledge)
- Farmers were motivated to produce more (own knowledge)
- Two new classes emerged, the Kulaks and Nepmen (Source 1B)
- These are people who had become rich under the system of the NEP (Source 1B)
- There was growth in production after the NEP (Source 1C)
- The growth in production between 1921 and 1928 was great (Source 1C)
- Shops were opened again as small businesses were privately owned again (own knowledge)
- Money started to circulate again and wages for urban workers rose (own knowledge)
- The economy of Russia started to stabilise (own knowledge)
- But even Lenin had fears regarding the capitalists which the NEP brought in (Source 1D)
- He was adamant that Soviets should guard against the capitalists (Source 1D)
- Other Bolsheviks also feared that NEP may bring too much shift in the way things were done in the Soviet Union (Source 1D)
- 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 Lenin's New Economic Policy on the Russian economy.** • Uses evidence partially to report on the topic or cannot report on the topic.	**MARKS 0–2**
LEVEL 2	• Extract evidence from the sources that are mostly relevant and relate to a great extent to the topic **e.g.**, **shows some understanding of the impact of Lenin's New Economic policy on the Russian economy.** • Uses evidence in a very basic manner.	**MARKS 3–5**
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 Lenin's Economic Policy on the Russian economy.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6–8**

(6)
[50]

QUESTION 2: HOW DID ROOSEVELT'S NEW DEAL RESPOND TO THE ECONOMIC CHALLENGES CREATED BY THE GREAT DEPRESSION IN THE UNITED STATES OF AMERICA FROM THE 1930s TO THE 1940s?

2.1 2.1.1 *[Extraction of evidence from Source 2A – L1]*
- To bring about immediate economic relief as well as reforms in industry, agriculture, finance, waterpower, labour and housing. (1 x 2) (2)

2.1.2 *[Definition of a concept from Source 2A – L2]*
- Laissez faire is a concept that says leave business alone, USA's traditional policy.
- This was America's policy in which there was a strong belief to leave business alone and not to disturb.
- Any other relevant response. (1 x 2) (2)

2.1.3 *[Extraction of evidence from source 2A – L1]*
- Works Progress Administration (WPA)
- Civilian Conservation Corps (CCC)
- National Recovery Administration (NRA) (3 x 1) (3)

2.1.4 *[Interpretation of evidence from Source 2A – L2]*
- The new administration aimed to improve the US economy through the concept of government regulated economy.
- It also planned to provide jobs to millions of unemployed American citizens.
- Aimed to use NRA to help shape industrial codes.
- Any other relevant response. (Any 2 x 2) (4)

2.2 2.2.1 *[Extraction of evidence from Source 2A – L1]*
(a) PWA provided employment for skilled construction workers.

(b) FERA distributed direct relief to hundreds of thousands of people. (2 x 1) (2)

2.2.2 *[Extraction of evidence from Source 2A – L1]*
- AAA
- CCC
- TVA
- Soil Conservation Service (3 x 1) (3)

2.2.3 *[Definition of concept from source 2A – L1]*
- Compensation refers to a kind of refund for a loss or sacrifice.
- It refers to the process of meeting someone halfway after a loss.
- Any other relevant response. (1 x 2) (2)

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2.2.4 *[Interpretation of evidence from Source 2A – L2]*
- Roosevelt promised Americans solutions to the problems caused by the Great Depression.
- Roosevelt held fireside chats to reassure the nation.
- Roosevelt urged Americans not to fear anything but fear itself.
- Any other relevant response. (2 x 2) (4)

2.3 2.3.1 *[Extraction of evidence from Source 2C – L1]*
- It put people back to work.
- It saved Capitalism.
- It restored faith in the American economic system.
- It revived a sense of hope in the American people. (Any 2 x 1) (2)

2.3.2 *[Interpretation of evidence from Source 2C – L2]*
- The statement implies that for the success of the New Deal, aggressive steps to jump start the economy needed to have been taken.
- Economic collapse cannot just correct itself, an effort to help the economy is needed whether by business or government.
- Any other relevant response. (Any 2 x 2) (4)

2.3.3 *[Interpretation of evidence from Source 2C – L2]*
- The Americans employed through the New Deal were able to earn money to buy food.
- The American banking system was regulated to avoid loss of savings.
- Any other relevant response. (2 x 2) (4)

2.3.4 *[Interpretation of evidence from Source 2C – L2]*
- It brought relief to the suffering Americans through employment.
- Social security grants, unemployment insurance and welfare benefits were provided to the people.
- The Laissez faire policy was removed.
- The banking system was reformed.
- Any other relevant response. (Any 2 x 2) (4)

2.4 2.4.1 *[Interpretation of evidence from Source 2D – L2]*
- The picture shows the struggle which US citizens experienced, no jobs, queuing for free soup instead of providing for their families.
- The picture shows that the New Deal was not successful because its jobs were for a short time.
- Any other relevant response. (2 x 2) (4)

2.4.2 *[Ascertain the usefulness of evidence from Source 2D – L3]*
The source is useful because:

- This is a primary source because the picture was taken during the Great Depression.
- The picture appears in many historical sources.
- It depicts the impact of the Great Depression on the lives of the ordinary citizens of America.
- It shows that men were desperate and in need of the free soup as they had no jobs.
- Any other relevant response. (Any 1 x 2) (2)

2.4.3 *[Comparison of Source 2B and 2D – L3]*

- The two sources contradict each other because source 2B states that employment in different areas was provided whereas source 2D states that the queuing men were all unemployed.
- Source 2B presents the situation in America as a good and progressive one whereas source 2D shows a different picture of desperate men.
- Any other relevant response. (Any 1 x 2) (2)

2.5 *[Interpretation, analysis and synthesis of evidence from relevant Sources – L3]*

- The 1929 stock market collapse was the start of the worst Great Depression in the history of the USA (own knowledge)
- Many people lost their jobs as companies and businesses closed
- Herbet Hoover believed that the situation will self-correct, and his government did nothing to address the situation (own knowledge)
- Roosevelt promised American people a New Deal that was going to assist them, (own knowledge)
- The New Deal focused on 3 Rs, Relief, Recovery and Reform (own knowledge)
- The New Deal was adopted to assist in improving the economy of the United States of America (Source 2A)
- The government aimed to moderate the laissez faire policy and wanted to regulate the economy (Source 2A).
- Several agencies such as CCC, NRA, WPA were formed to help the US economy (Source 2A)
- Roosevelt managed to make people confident and optimistic on the United States economy and banking system (Source 2B)
- He assured his people that they should not fear at all (Source 2B)
- As a result of the agencies, some work was made available (Source 2B)
- The New Deal did have achievements, hope was planted in the hearts of Americans (Source 2C)
- But many do cite the fact that the New Deal did not do real improvements on the economy (Source 2C)
- It is said that it was counter-productive (Source 2C)
- While the New Deal was already in progress, men still queued at free soup kitchens, jobless (Source 2D)
- The men look desperate and in need of the help (Source 2D)
- 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 how Roosevelt's New Deal responded to the economic challenges created by the Great Depression in the U.S.A in the 1930s and 1940s.** • Uses evidence partially to report on the topic or cannot report on the topic.	**MARKS 0–2**
LEVEL 2	• Extract evidence from the sources that are mostly relevant and relate to a great extent to the topic **e.g.**, **shows some understanding of how Roosevelt's New Deal responded to the economic challenges created by the Great Depression in the U.S.A 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 how Roosevelt's New Deal responded the economic challenges created by the Great Depression in the U.S.A 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]

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 a concept from Source 3A – L2]*
- An Aryan is a term used to refer to the German master race, people with lighter skin, blond hair and blue eyes.
- Aryan is a German citizen, who is believed to be racially superior to non-Aryans. (1 x 2) (2)

3.1.2 *[Extraction of evidence from Source 3A – L1]*
- Jews
- Mentally ill
- Non-Aryans
- Physically ill (Any 3 x 1) (3)

3.1.3 *[Extraction of evidence from Source 3A – L1]*
- Nazi physicians conducted bogus medical experiments seeking to identify physical evidence of Aryan superiority and non-Aryan inferiority. (1 x 2) (2)

3.1.4 *[Interpretation of evidence from Source 3A – L2]*
- Germans believed that non-Aryans were inferior, they feared that the weak genes would be passed on and spoil the master race.
- Pseudo-Scientific racism 'believed' in the superiority of certain races and that mentally or physically challenged people are a burden to the state.
- Any other relevant response. (2 x 2) (4)

3.1.5 *[Interpretation of evidence from Source 3A – L2]*
- The statement implied that Germans were concerned that the SS should get the so called "right" partners according to race.
- According to Germany, marriage between non-Aryans and Aryans was forbidden as they wished to keep the German race 'pure'.
- Any other relevant response. (Any 2 x 2) (4)

3.2 3.2.1 *[Definition of a concept from Source 3B – L1]*
- Dictatorship refers to a type of rule in which the leader has all the powers.
- It is an autocratic rule, no opposition is allowed.
- Any other relevant response. (Any 1 x 2) (2)

3.2.2 *[Extraction of evidence from Source 3B – L1]*
- By enacting the Law for the Prevention of Offspring with Hereditary Diseases. (1 x 2) (2)

3.2.3 [*Extraction of evidence from Source 3B – L1]*
- The Blood Protection Law. (1 x 2) (2)

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3.2.4 *[[Interpretation of evidence from Source 3B – L2]*
- People were forced into sterilisation.
- Even young people who did not have children were sterilised.
- No consent from the affected individuals was taken.
- Any other relevant response. (Any 2 x 2) (4)

3.3 3.3.1 *[Extraction of evidence from Source 3C – L1]*
- "Good death" (1 x 1) (1)

3.3.2 *[Extraction of evidence from Source 3C – L1]*
- It aimed to restore the racial 'integrity' of the German nation
- It aimed to eliminate what eugenicists, and their supporters considered "life unworthy of life" (2 x 1) (2)

3.3.3 *[Interpretation of evidence from Source 3C – L2]*
- The people who were killed in the program were not terminally ill.
- It was used to preserve the pure bred of Germans.
- It was not assisting those who were killed.
- Any other relevant response. (Any 2 x 2) (4)

3.3.4 *[Interpretation of evidence from Source 3C – L2]*
- They were following government orders.
- They believed in the eugenics theories.
- They believed that the unfit were a burden to the state.
- Any other relevant response. (Any 1 x 2) (2)

3.3.5 *[Interpretation of evidence from Source 3C – L2]*
- The parents would not have agreed to the admission of their children if they knew the reason for the admissions.
- They wanted to kill as many people as possible before any resistance against this started.
- They did not want the outside world to be aware of these atrocities.
- Any other relevant response. (1 x 2) (2)

3.4 3.4.1 [*Interpretation of evidence from Source 3D – L2*]
- She was killed because she was mentally ill and therefore a burden to the state.
- She was seen by the Nazis as a threat to maintaining the German pure race.
- Any other relevant response. (2 x 2) (4)

3.4.2 [*Determining reliability of Source 3D – L3*]
The source is reliable because:
- It is the photograph of the victim; it's a primary source.
- The information can be corroborated by other sources.
- Any other relevant response. (Any 1 x 2) (2)

3.4.3 *[Comparison of Source 3C and 3D – L3]*

- Both sources indicate that the mentally ill people were killed to maintain racial integrity in Germany.
- Both sources indicate that euthanasia centres were used as killing wards for the sick children.
- Any other relevant response. (Any 1 x 2) (2)

3.5 *[Interpretation, analysis and synthesis of evidence from relevant sources]*

- The Nazis racial policies were based on pseudo-scientific racism and the eugenics (Own knowledge)
- The German policy was fuelled with racism in which superior races struggled to dominate those inferior (Source 3A)
- Germans believed in the existence of an Aryan race; Germans' master race (Source 3A)
- Germans had a serious hatred for the Jews (Source 3A)
- People who were challenged were not allowed to give birth for fear of the transmission of those sicknesses to their offspring (Source 3B)
- Germans' main concern was the purity of the German blood (Source 3B)
- Groups that were identified as inferior, included African, Roma, gypsies, Jehova's witnesses and others (own knowledge)
- Sterilisation for all unfit was forcefully done (Source 3B)
- Another 'painful' step taken by Germans was euthanasia, which was regarded as mercy killing (Source 3C)
- Targets of this process were the mentally and physically disabled (Source 3C)
- Children that showed signs of mental disorders or challenges were admitted to killing wards (Source 3C)
- Many children were killed just because they were Jewish (Source 3D)
- Propaganda was used by the Nazis to promote their theories (own knowledge)
- The final solution was a decision to kill all the Jews in Germany
- 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 race 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.**, **shows some understanding of the impact of pseudo-scientific race 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 race 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]

SECTION B: ESSAY QUESTIONS

QUESTION 4: COMMUNISM IN RUSSIA 1900–1940:

[Using analytical and interpretative skills, plan and construct an original argument based on relevant evidence]

SYNOPSIS

Candidates need to state whether they agree or disagree with the statement that Joseph Stalin improved the Soviet economy through the series of Five-Year Plans by the end of 1939. They should support their line of argument with relevant historical evidence.

MAIN ASPECTS

Candidates should include the following aspects in their responses:

Introduction: Candidates should take a stance by indicating whether they agree or disagree with the statement. They should also indicate how they intend to support their line of argument.

ELABORATION

- Stalin's opposition towards the NEP – withdrawal of the NEP
- Stalin's objectives – Economic Development and Planning
- Role of Gosplan
- **First Five-Year Plan:** special focus on industrialisation
- Aims and achievements: Building of factories and the development of transport
- The manufacturing of agricultural machinery to be increased to 400%
- More than 1 500 factories were established e.g. tractor factories at Stalingrad and motor car factories in Moscow
- Coal mining and metal industry were extended
- The development of hydro-electric power was a great stimulus for new industries
- Large cities were established
- The existence of 26 million peasant farmers created a problem in agriculture as the size of their units did not justify the use of agricultural machinery
- The peasants were neither prepared to give up their ground, nor prepared to modernise
- Stalin introduced collectivisation
- Kulaks opposed collectivisation – leading to a decline in agricultural production
- Kulaks were exterminated as a class and collectivisation was enforced
- Results were the shortage of meat and dairy products
- Approximately 2 million people died because of collectivisation

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- **Second Five-Year Plan:** Stalin continued to emphasise the development of heavy industries
- The accent fell on the production of consumer goods
- Transport was modernised
- The agricultural plan aimed to make collectivism more acceptable to the peasants by making adjustments to collective farms
- Farmers now only had to hand over a quota of their production to the State
- Sacrifices were expected from Russian workers
- In addition to collective farms, there was the development of state farms, which operated like factories, i.e. workers were paid wages and managers operated the enterprises
- A further characteristic of the second Five-Year Plan was the use of fertilisers, agricultural machinery and modern agricultural practices
- **Third Five Year Plan and the Second World War:** This plan was basically a continuation of the first two plans
- The threat of WW2 resulted in greater attention being paid to the production of weapons and ammunition
- Impact on economy
- Any other relevant response

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

QUESTION 5: CAPITALISM IN THE UNITED STATES OF AMERICA, 1900–1940: IMPACT OF AND RESPONSES TO THE CRISIS OF CAPITALISM.

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

SYNOPSIS

Candidates need to critically discuss the economic and social impact of the Great Depression and how the United States of America responded to it. Candidates must use historical evidence to support their line of argument.

MAIN ASPECTS

Candidates should include the following aspects in their responses:

Introduction: Candidates need to critically discuss the economic and social impact of the Great Depression and how the United States of America responded to it.

ELABORATION

- Panic sets in America
- Bank failure
- People lost all their savings
- Suicide out of desperation
- People homeless, could not pay bonds or rent
- Many went to informal settlements
- Farmers also hard hit
- Prices fell too much due to overproduction
- Demand had terribly dropped
- Dust Bowl of the 1930s hit Farmers
- Poor farming methods and drought worsened the situation
- Farms abandoned; loans could not be paid
- Unemployment and despair
- Business failure followed by retrenchments
- Closure of many businesses
- No social security and unemployment insurance
- Unemployed waited in bread lines for free food from charity organisations
- Homeless people built little shacks called Hooverville's
- Hoover believed in self-reliance and individualism
- Did less to help the situation (Hoover)
- 1932 Franklin D. Roosevelt merged with the 'New Deal for the forgotten man'
- Motivated US citizens
- Any other relevant response

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

QUESTION 6: IDEAS OF RACE IN THE 19TH AND 20TH CENTURIES: CASE STUDY – HITLER AND THE JEWS

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

SYNOPSIS

In writing this essay, candidates should be able to say to what extent did Nazi Germany use the racial ideas and eugenics to target and violate the rights of all non-Aryans and undesirables from 1933 to 1945.

MAIN ASPECTS

Candidates should include the following aspects in their responses:

Introduction: Candidates must take a stance and indicate to what extent the Nazi Germany used the racial ideas and Eugenics to target and violate the rights of all non-Aryans and undesirables from 1933 to 1945. They should support their line of argument with relevant historical evidence.

ELABORATION

- Hitler and Nazi party and Hitler's dictatorship
- Propaganda and the promotion of the superiority of the pure Aryan race
- Eugenics and the Nazi's racial ideas
- Anti- Semitism in Germany
- Night of the "broken glass"
- Boycott of Jews' Businesses
- Jews blamed for all German troubles and misfortunes.
- Hitler determined to make Nazi Germany free of Jews
- Nuremberg Laws
- Racial stereotyping-scapegoating
- Other non-Aryans were also targeted
- The Gypsies were accused of being criminals
- They were not allowed to marry Aryans
- They were sent to concentration camps or ghettoes where they died of starvation, gassed and killed
- Dark-skinned Germans: This included children who had parents of different races
- These children were called the 'Rhineland bastards'
- Jehovah's Witnesses: They were a Christian group, and they were targeted for refusing to swear loyalty to the state, or accept what the Nazi's demanded
- They did not allow their children to join Hitler's rallies
- They were thus sent to prison or concentration camps
- They were prosecuted for refusing to serve in the German military forces
- Homosexuals: Nazi believed they did not fit with the idea that Aryans should marry and produce children
- The Gestapo had a special unit dealing with homosexuals

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- They were sent to concentration camps, castrated or even killed
- The “final solution”
- Any other relevant response

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

TOTAL: 150

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