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Province of the
EASTERN CAPE
EDUCATION

NATIONAL SENIOR CERTIFICATE

GRADE 11

NOVEMBER 2025

HISTORY P1
MARKING GUIDELINE

MARKS: 150

This marking guideline consists of 29 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.	**50% (25)**
LEVEL 3	• Interpret and evaluate evidence from sources. • Engage with sources to determine their usefulness, reliability, bias and limitations. • Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions.	**20% (10)**

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.

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1.3 **Assessment procedures for source-based questions:**

- Use a tick (✓) for each correct answer.
- Pay attention to the mark scheme, e.g. (2 x 2) which translates to two reasons and is given two marks each (✓✓✓✓); (1 x 2) which translates to one reason and is given two marks (✓✓).
- If a question carries 4 marks, then indicate by placing 4 ticks (✓✓✓✓).

Paragraph question

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

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

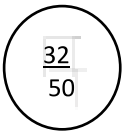
_____ • _____ • _____

_____ • _____ • _____

✓✓✓✓ Level 2

Used mostly relevant evidence to write a basic paragraph:

- Count all the ticks for the source-based question and then write the mark in 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.

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2.2 **Marking of essay questions**

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

2.3 **Global assessment of the essay**

The essay will be assessed holistically (globally). This approach requires the teacher to score the overall product as a whole, without scoring the component parts separately. This approach encourages the learner to offer an individual opinion by using selected factual evidence to support an argument. The learner will not be required to simply regurgitate 'facts' in order to achieve a high mark. This approach discourages learners from preparing 'model' answers and reproducing them without taking into account the specific requirements of the question. Holistic marking of the essay credits learners' opinions supported by evidence. Holistic assessment, unlike content-based marking, does not penalise language inadequacies as the emphasis is on the following:

- The construction of argument
- The appropriate selection of factual evidence to support such argument
- The learner's interpretation of the question.

2.4 **Assessment procedures of the essay**

2.4.1 Keep the synopsis in mind when assessing the essay.

2.4.2 During the reading of the essay, ticks need to be awarded for a relevant introduction (indicated by a bullet in the marking guideline/memorandum), each of the main points/aspects that are 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.

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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.

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 ↕

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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	

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COMMENT

Some omissions in content

At times shows evidence of a structured and planned argument

MARKING MATRIX FOR ESSAY: TOTAL: 50

PRESENTATION → / CONTENT ↓	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1*
	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.	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.	Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.	Planned and constructed an argument. Evidence used to some extent to support the line of argument. Conclusions reached based on evidence.	Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.	Attempts to structure an answer. Largely descriptive or some attempt at developing a line of argument. No attempt to draw a conclusion.	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: HOW DID THE INTRODUCTION OF THE NEP REPRESENT A SHIFT IN BOLSHEVIK THINKING?

1.1 1.1.1 [*Extraction of evidence from Source 1 A-L1]*
- March 1921 (1 x 1) (1)

1.1.2 *[Definition of a historical concept from Source 1A-L1]*
- A war between citizens of the same country.
- Any other relevant response (1 x 2) (2)

1.1.3 *Extraction of evidence from Source 1 A-L1]*
- strikes by disgruntled workers
- peasant unrest
- open rebellion among the soldiers and sailors stationed on Kronstadt Island
- urban depopulation (3 x 1) (3)

1.1.4 *Interpretation of evidence from Source 1A-L2*
- It greatly reduced the amount of tax peasants had to pay
- Peasants were now able sell surplus on the open market
- Peasants had incentive to produce more food
- Any other relevant response. (Any 2 x 2) (4)

1.1.5 *[Interpretation of evidence from Source 1A-L2*
- War Communism had failed and Russia's economy was weak
- He believed that the NEP could build Russia's economy
- It would take time for change to be felt
- The people needed to be patient
- Any other relevant response. (Any 2 x 2) (4)

1.2 1.2.1 [*Definition of a historical concept from Source 1B-L2*]
- Peasants were able to pay tax in kind, that is with goods rather than money during the New Economic Policy
- Any other relevant response. (1 x 2) (2)

1.2.2 [*Extraction of evidence from Source 1B-L1*]
- Too many people
- Not enough food (2 x 1) (2)

1.2.3 [*Extraction of evidence from Source 1B-L1*]
- "which the peasants would be informed of ahead of time" (1 x 2) (2)

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1.2.4 *[Interpretation of evidence from Source 1B-L2]*

- Peasants had greater incentive to produce more food
- The peasants no longer feared food requisitioning
- Peasant farmers were in favour of the NEP, and supported the government
- Any other relevant response (Any 2 x 2) (4)

1.2.5 *[Interpretation of evidence from Source 1B-L2]*

- Russia's economy was still backward and based on agriculture
- The majority of the population were peasant farms
- The government was set up to benefit the working class; however, Russia only had a small working class population
- If the presents needs were not met, the economy would continue to suffer
- If industry was to grow, the peasants would have to supply enough food to the new working class population
- Any other relevant response (Any 2 x 2) (4)

1.3 1.3.1 *[Interpretation of evidence from Source 1C-L2]*

- The NEP allowed peasants to sell goods on the open market
- More food was produced because of the NEP
- The buying power of the Russian peasants increased as a result of the NEP
- Any other relevant response (Any 1 x 2) (2)

1.3.2 *[Interpretation of evidence from Source 1C-L2]*

- They would have viewed it as a betrayal of communism and a retreat towards capitalism.
- They felt it undermined the goals of a socialist state by allowing for private ownership and profit-driven enterprise. (Any 1 x 2) (2)
- Any other relevant response.

1.4 1.4.1 [*Extraction of evidence from Source 1D-L1*]

- Feudalism
- Capitalism (2 x 1) (2)

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1.4.2 *[Extraction of evidence from Source 1D-L1*]

- Flexibility
- The ability to effect swift and sudden changes of tactics
- To choose another path for the achievement of our goal if the former path proves unwise. (Any 2 x 1) (2)

1.4.3 *terpretation of evidence from Source 1D-L2]*

- Production in Russia would increase if people were motivated to work
- A capitalist type system was needed to increase production levels in Russia
- The Russian, economy would expand if peasant production increased
- Any other relevant response (Any 1 x 2) (2)

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

- Lenin is expressing unwavering dedication to the Communist cause
- He acknowledges that the transition from capitalism to socialism will be extremely challenging and may come with suffering
- Lenin remains confident that the revolution will succeed
- Any other relevant response (Any 1 x 2) (2)

1.4.5 [*Ascertaining Usefulness of Source 1D-L3*]

- **The source is useful because:**
- This source is an article written by Vladimir Lenin, the leader of the Bolshevik Party and head of the Soviet government at the time
- Lenin was directly involved in creating and implementing the NEP
- The source gives insight into the official reasoning and motivations behind the policy
- Any other relevant response. (Any 1 x 2) (2)

1.5 *[Comparison of evidence from Sources 1B and 1C to ascertain how they support each other-L3*]

- Source **1B** states that peasants would be able to sell surplus produce on the open market. Source **1C** is a photograph showing peasants selling surplus food on the open market.
- Source **1B** states that the peasant would be motivated to work harder. Source **1C** shows that the peasant did work harder as they have produced surplus food.
- Source **1B** states that the workers would have incentive to increase production. Source **1C** shows an increase in production as the peasant have excess food to sell on the open market.
- Any other relevant response. (Any 1 x 2) (2)

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

- The introduction of the NEP represented a major departure from the party's previous approach to running the country (Source 1A)
- Small scale industry and services were denationalised (Source 1A)
- NEP was referred to as a retreat of the state (Source 1A)
- The Tax-In-Kind policy, which would replace the surplus-food appropriation system (Source 1B)
- The NEP gave them (peasants) the freedom to sell what they produced on the market for profit, something that would not have been allowed under War Communism (Source 1B)
- The NEP allowed for limited forms of capitalism (Source 1C)
- Peasants were allowed to sell surplus produce on the open market Not allowed under War Communism (Source 1C)
- The NEP created the foundations for the new socialist system (Source 1D)
- NEP showed the importance of flexibility in Bolshevik thinking (Source 1D)
- The NEP marked a shift from War Communism to a more mixed economy (Own knowledge)
- Bolsheviks allowed small businesses and peasants to trade for profit, which was a step back from strict socialist control
- By introducing the NEP, the Bolsheviks abandoned some key communist principles (Own knowledge)
- The New Economic Policy allowed for private businesses and farming profits, which was against communist theory (Own knowledge)
- Any other relevant response (6)

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 introduction of the NEP represented a shift in Bolshevik thinking** • Uses evidence partially or cannot write a paragraph.	**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 introduction of the NEP represented a shift in Bolshevik thinking** • Uses evidence in a very basic manner to write a paragraph.	**MARKS 3–4**
LEVEL 3	• Uses relevant evidence, e.g., demonstrates a thorough understanding **of how the introduction of the NEP represented a shift in Bolshevik thinking** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 5–6**

(6)
[50]

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QUESTION 2: TO WHAT EXTENT WAS THE NEW DEAL SUCCESSFUL IN REDUCING UNEMPLOYMENT AND STIMULATING ECONOMIC RECOVERY IN THE USA DURING THE 1930's?

2.1 2.1.1 [*Extraction of evidence from Source 2A-L1]*
- "in response to the enormous scale of poverty created by the Great Depression" (1 x 2) (2)

2.1.2 [E*xtraction of evidence from Source 2A-L1]*
- 12,8 million (1 x 2) (2)

2.1.3 *[Definition of a historical concept from Source 2A-L2]*
- A period when the American economy slowed down, marked by reduced business activity, falling production and sales, rising unemployment, and declining income levels.
- Any other relevant response. (1 x 2) (2)

2.1.4 [*Interpretation of evidence from Source 2A-L2]*
- Farmers were paid to produce less, creating a higher demand and increasing prices
- Farmers received subsidies from the government, which increased profits
- Any other relevant response (Any 1 x 2) (2)

2.1.5 [*Interpretation of evidence from Source 2A-L2]*
- It provided many with employment
- Earning an income would have improved their standard of living
- It allowed for further job creation
- Any other relevant response

(Any 1 x 2) (2)

2.1.6 [*Interpretation of evidence from Source 2A-L2]*
- The New Deal helped both urban and rural areas
- Unemployed people living in cities got work through programs like the CCC
- Rural areas gained from improved infrastructure and conservation projects
- Rural areas gained long-term benefits, like better roads, flood control, and soil conservation
- It showed the government's active role in creating jobs and supporting development during the Depression
- Any other relevant response (Any 2 x 2) (4)

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2.2 2.2.1 [*Extraction of evidence from Source 2B-L1]*

- Less strict monetary policy
- price support for agriculture
- union rights
- billions of dollars for public works and employment (Any 2 x 1) (2)

2.2.2 [*Definition of a historical concept from Source 2B-L1*]

- refers to infrastructure projects and services that are financed and carried out by the government for the benefit of the general public
- Any other relevant response (1 x 2) (2)

2.2.3 [*Extraction of evidence from Source 2B-L1]*

- inequities (unfairness) in working conditions and wages
- varying degrees of managerial competence (2 x 1) (2)

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

- The Roosevelt administration believed the federal government needed to take control and provide jobs directly
- The government could ensure that money was spent correctly
- The Roosevelt administration did not trust local government
- Hiring workers in all states and territories allowed the government to ensure that help was distributed evenly and fairly
- The government wanted control over major infrastructure projects
- Any other relevant response (Any 2 x 2) (4)

2.2.5 [*Interpretation of evidence from Source 2B-L2]*

- The New Deal brought electricity to rural and underdeveloped areas, modernising them
- Access to electricity gave people greater control over their lives and futures
- It showed the federal government was actively supporting neglected regions
- These communities became more included in national affairs and had greater influence in political decisions
- Any other relevant response (Any 2 x 2) (4)

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2.3 2.3.1 [*Extraction of evidence from Source 2C-L1*]
- Owners
- Managers (2 x 1) (2)

2.3.2 [*Extraction of evidence from Source 2C-L1*]
- "workers are today far better paid than ever before" (1 x 2) (2)

2.3.3 [*Interpretation of evidence from Source 2C-L2]*
- Trade and industry had grown significantly
- The New Deal improved the American economy
- The New Deal created jobs for many unemployed Americans
- Any other relevant response (Any 1 x 2) (2)

2.3.4 [*Interpretation of evidence from Source 2C-L2]*
- Roosevelt shows a balanced attitude, recognising the harm caused by strikes, but also trying to highlight progress by noting a decrease in their frequency and severity
- Roosevelt seems sympathetic to all parties affected by strikes — employers, workers, and the public —acknowledging the "inevitable losses" they face
- Roosevelt adopts an optimistic tone, admitting the negative effects of strikes, but stressing that the situation has improved compared to previous years
- Any other relevant response (Any 1 x 2) (2)

2.3.5 [*Ascertaining Reliability of Source 2D-L3*]

Reliable
- Primary Source as it is a speech by President Roosevelt, delivered during the New Deal
- It offers direct insight into how the New Deal worked
- Any other relevant response

OR

Not Reliable
- Source is likely to be biased, as Roosevelt is promoting his administration's policies and portraying the New Deal in a positive light to gain or maintain public support
- The speech highlights successes and downplays failures
- The source omits or understates the negative aspects of the New Deal
- 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]*

- Not all Americans were in favour of the New Deal
- Roosevelt received public opposition to his policies
- It reflected opposition to New Deal spending and federal job creation
- Any other relevant response (Any 1 x 2) (2)

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

- Reducing taxes would leave companies with more money to hire workers
- The slogan implied that government spending and high taxes were hurting job creation
- Lower taxes would encourage businesses to invest more money, creating more jobs
- Any other relevant response (Any 1 x 2) (2)

2.5 [*Comparison of evidence from Source 2C and Source 2D to ascertain similarities-L3*]

- Source **2C** is from Roosevelt, the American president, during the New Deal, and is in favour of the new deal. Source **2D** shows the National Chamber of Commerce protesting against the high taxes of the New Deal.
- Source **2C** is in favour of the New Deal, stating how it created jobs for many Americans. Source **2D** differs as it implies that the New Deal was preventing job creation.
- Source **2C** implies that the New Deal benefited workers and employers, while in Source **2D** the implication is that workers and employers are not benefiting from the New Deal policies.
- Any other relevant response (1 x 2) (2)

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2.6 [*Interpretation, evaluation and synthesis from relevant sources-L3]*

SUCCESSFUL

- Industry made some gains under the New Deal. (Source 2A)
- The economy grew by 10 per cent a year. (Source 2A)
- Farm income doubled between 1932 and 1939, reaching $4,6 billion. (Source 2A)
- Half a million were employed in reforestation, rural road building, irrigation and flood control schemes, and soil conservation projects. (Source 2A)
- Jobless people from the city benefited as did the rural areas affected by the improvement works. (Source 2A)
- Conditions for workers were improved. (Source 2B)
- The New deal brought electricity to many parts of America. (Source 2B)
- The Industrial Recovery Program created a substantial rise in the total of industrial profits (Source 2C)
- The gains of trade and industry, as a whole, were substantial. (Source 2C)
- Millions of underprivileged workers were far better paid than ever before. (Source 2C)
- The New Deal created millions of jobs through public works programmes, like the CCC and WPA. These gave people temporary employment and boosted morale. (Own knowledge)
- The New Deal provided emergency relief and work, which helped many families survive the Depression. It improved infrastructure and supported banks and farmers. (Own knowledge)
- The New Deal was most successful in offering hope and security. It introduced long-term reforms, like Social Security and labour rights. (Own knowledge)
- Any other relevant response

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NOT SUCCESSFUL

- There was an economic downturn in 1937 and unemployment increased to 19 per cent. (Source 2A)
- Unemployment was still as high as 10 per cent and high unemployment looked likely to be permanent. (Source 2A)
- Other New Deal projects met with mixed success. (Source 2A)
- It took several attempts to get the jobs programme going. (Source 2B)
- There were inequities (unfairness) in working conditions and wages, along with varying degrees of managerial competence. (Source 2B)
- Industrial recovery was to some extent retarded by strikes. (Source 2C)
- Many New Deal policies faced opposition from the business sector. (Source 2D)
- Roosevelt faced opposition from the National Chamber of Commerce. (Source 2D)
- There was opposition to the increased taxes. (Source 2D)
- The New Deal eased suffering but couldn't fully revive the economy alone. (Own knowledge)
- Unemployment never dropped to pre-Depression levels during the 1930s, so recovery was only partial. (Own knowledge)
- The New Deal did not go far enough to stimulate private investment or industrial growth. (Own knowledge)
- Any other relevant response (6)

Use the following rubric to allocate a mark:

LEVEL 1	• Uses evidence in an elementary manner, e.g., shows little or no understanding of the **extent that the New Deal was successful in reducing unemployment and stimulating economic growth in the USA during the 1930's.** • 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 the **extent that the New Deal was successful in reducing unemployment and stimulating economic growth in the USA during the 1930's.** • Uses evidence in a very basic manner.	**MARKS 3–4**
LEVEL 3	• Uses relevant evidence, e.g., demonstrates a thorough understanding of the **extent that the New Deal was successful in reducing unemployment and stimulating economic growth in the USA during the 1930's.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 5–6**

(6)
[50]

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QUESTION 3: HOW DID THE NUREMBURG LAWS CONTRIBUTE TO THE CREATION OF A RACIALLY BASED NAZI STATE?

3.1 3.1.1 [*Definition of a historical term from Source 3A-L2]*

- Persecution, refers to the discrimination, oppression, and violence directed at Jews through laws, social exclusion and eventually mass murder.
- Any other relevant response (1 x 2) (2)

3.1.2 [*Extraction of evidence from Source 3A-L1]*

- "the exclusion of Jews from public life". (1 x 2) (2)

3.1.3 [*Extraction of evidence from Source 3A-L1]*

- An aggressive boycott of Jewish businesses
- Began to introduce anti-Jewish laws (2 x 1) (2)

3.1.4 [*Interpretation of evidence from Source 3A-L2]*

- Nazis used laws to enforce racial separation, aiming to isolate Jews, not just socially or politically, but biologically.
- By framing discrimination as "legal", the Nazi's gave their racist ideology the appearance of legitimacy.
- Using legislation like the Nuremburg Laws to prevent intermarriage and interaction between Jews and non-Jews, ultimately worked toward the goal of a racially "pure" Aryan state.
- Any other relevant response (Any 1 x 2) (2)

3.1.5 [*Interpretation of evidence from Source 3A-L2]*

- The Nuremburg Laws allowed for the persecution of other minority groups in Nazi Germany
- The Nuremburg laws were also applied to the Gypsies (Roma & Sinti), who lost their freedom of movement and were placed in camps
- Black Germans were labelled as racially inferior, often sterilized, and excluded from schools and jobs
- Mixed-race Germans were subjected to restrictions on marriage, education, and employment; many were sterilised under racial hygiene laws.
- Any other relevant response (Any 2 x 2) (4)

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3.2 3.2.1 [*Extraction of evidence from Source 3B-L1]*
- New laws that institutionalised many of the racial theories underpinning Nazi ideology (1 x 2) (2)

3.2.2 [*Extraction of evidence from Source 3B-L1]*
- Swastika (1 x 1) (1)

3.2.3 [*Extraction of evidence from Source 3B-L1*]
- Concerning citizenship
- The swastika as the national flag
- The law for the protection of German blood and honour (3 x 1) (3)

3.2.4 [*Interpretation of evidence from Source 3B-L2]*
- It stripped Jews of citizenship, making them foreigners in their own country
- They defined who was Jewish, allowing the state to target people based on ancestry
- They justified discrimination through legal means, making persecution appear lawful
- They excluded Jews from political rights, like voting and holding office
- They banned marriage and sexual relations between Jews and non-Jews, isolating them socially
- Any other relevant response (Any 2 x 2) (4)

3.2.5 [*Ascertaining Reliability of Source 3B-L3*]
The Source is reliable because:
- It is a primary document from the time, written by U.S. Ambassador Dodd, who was present in Germany and reporting events as they happened.
- It reflects the official international reaction and gives insight into how the laws were understood by foreign diplomats.
- It is reliable as it shows how the laws were perceived diplomatically and how the Nazi regime presented them to the outside world.
- Any other relevant response (Any1 x 2) (2)

3.3 3.3.1 [*Definition of a historical term from Source 3C-L1]*
- Hostility to or prejudice against Jewish people
- Any other relevant response (1 x 2) (2)

3.3.2 [*Extraction of evidence from Source 3C-L1*]
- "Semitic violence was a signal to the Nazi elite that anti-Jewish measures would be welcomed"
- "An increase in radicalism would not be met with any resistance" (2 x 1) (2)

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3.3.3 [*Interpretation of evidence from Source 3C-L2*]
- It made Jews easily identifiable, exposing them to public harassment and violence
- It caused shame and humiliation, discouraging them from appearing in public
- It led to social exclusion, as others avoided or refused to interact with them
- Jews were unable to escape persecution
- Any other relevant response (Any 2 x 2) (4)

3.3.4 [*Interpretation of evidence from Source 3C-L2]*
- The Nazis used laws to enforce racism and discrimination, rather than protect rights
- The legal system punished innocent people, especially Jews, for their identity
- The Courts and police served Nazi goals, spreading fear instead of justice
- Any other relevant response (Any 1 x 2) (2)

3.3.5 [*Interpretation of evidence from Source 3C-L2*]
- The decision to exterminate Jews was not random – it was a deliberate, organised policy of mass murder driven by Nazi ideology
- It reflects the extreme brutality and racism of the Nazi regime
- This led to the genocide of six million Jews during the Holocaust.
- Any other relevant response (Any 1 x 2) (2)

3.4 3.4.1 [*Interpretation of evidence from Source 3D-L2*]
- To legally identify Jews in Nazi Germany
- To restrict the rights of Jews
- To control or limit the movement of Jews
- To enforce racial laws and track Jewish individuals
- To aid Nazi officials in excluding Jews from public life
- Any other relevant response (Any 2 x 2) (4)

3.4.2 [*Interpretation of evidence from Source 3D-L2*]
- The Nuremburg Laws defined who was Jewish and stripped Jews of rights
- This ID shows that Jews were officially registered
- The document is proof that the Nuremburg Laws led to a system of constant surveillance.
- Any other relevant response (Any 1 x 2) (2)

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3.5 [*Comparison of evidence from Source 3B and Source 3C to ascertain similarities-L3]*

- Source **3B** states the Nuremburg Laws legally removed Jewish rights and institutionalised racial discrimination. Source **3C** supports this by showing how laws were used to exclude Jews from public life and justify violence.
- Source **3B** states how Jews were stripped of citizenship and banned from relationships with Germans. Source **3C** supports this by stating that Jews were made to wear armbands to visibly mark and isolate them, reinforcing social separation.
- Source **3B** shows that anti-Semitic beliefs became widely accepted through legal backing. Source **3C** confirms that this acceptance allowed Nazi institutions to enforce laws with little to no public resistance.
- Source **3B** states that race laws laid the foundation for persecution. Source **3C** connects this persecution directly to the "Final Solution" — the planned extermination of Jews
- Any other relevant response (Any 1 x 2) (2)

3.6 [*Interpretation, evaluation and synthesis from relevant sources-L3*]

- Jews were excluded from public life (Source 3A)
- Anti-Jewish Laws were introduced (Source 3A)
- Nazi policies were not only aimed at Jews (Source 3A)
- Laws were passed to forcefully sterilise people considered to be 'congenitally' sick (Source 3A)
- The Nuremburg Laws denied Jews their citizenship rights (Source 3A)
- The Nuremburg Laws were extended to Gypsies, (Source 3A)
- The Nuremburg Laws allowed for the legalised persecution of Jews in Germany (Source 3B)
- Laws barred marriage and "extramarital sexual intercourse" between Jews and other Germans (Source 3B)
- Jews were barred from flying the German flag (Source 3B)
- The Laws provided for provided specific definitions of who a Jew was (Source 3B)
- Jews were forced to wear a yellow Star of David (Source 3C)
- Laws allowed the Nazis to attack their own citizens (Source 3C)
- Led to the Final Solution (Source 3C)
- Jews were force to carry identity cards so they could be easily identified (Source 3D)
- This allowed them to be legally persecuted (Source 3D)
- The Nuremburg Laws legally defined who was considered Jewish, based on ancestry, not religion (Own knowledge)
- These laws stripped Jews of German citizenship, making them foreigners in their own country (Own knowledge)
- This racial separation turned Jews into second-class residents and allowed the Nazi state to deny them legal rights and protections, reinforcing racial hierarchy (Own knowledge)
- The Nuremburg Laws encouraged everyday racism by legitimising anti-Semitic behaviour (Own knowledge)

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- The laws provided a legal basis for further persecution, leading eventually to ghettos, deportations, and the Holocaust (Own knowledge)
- Any other relevant response

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 the Nuremburg Laws contributed to the creation of a racially based Nazi state.** • Uses evidence partially to report on topic or cannot report on topic.	**MARKS 0–2**
LEVEL 2	• Extracts evidence from the sources that is mostly relevant and relates to a great extent to the topic, **e.g., shows some understanding of how the Nuremburg Laws Contributed to the creation of a racially based Nazi state.** • Uses evidence in a very basic manner.	**MARKS 2–4**
LEVEL 3	• Use evidence from sources very effectively in an organised paragraph that shows a **thorough understanding of how the Nuremburg Laws contributed to the creation of a racially based Nazi state.** • 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: CASE STUDY–STALIN'S FIVE-YEAR PLANS

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

SYNOPSIS

Candidates should take a clear stance on the statement – for example, **agreeing that Stalin's Five-Year Plans were instrumental in transforming Russia's economy**, **highlighting that, while some progress was made, it came at a significant human and economic cost**. The introduction should briefly outline the main points the candidates will use to support their argument.

MAIN ASPECTS

INTRODUCTION: Candidates need to critically discuss the impact of Joseph Stalin's Five-Year Plans on transforming Russia from a backward, partially medieval economy into a modern industrial economy.

ELABORATION:

- **Stalin's Rejection of the NEP:**
- The New Economic Policy (NEP), introduced by Lenin, was viewed by Stalin as ideologically inconsistent with communist principles.
- Stalin believed the NEP encouraged capitalism and slowed industrial development.
- In 1928, Stalin abolished the NEP and replaced it with a command economy directed by centralised state planning.
- **Objectives of the Five-Year Plans:**
- Stalin aimed to rapidly industrialise the USSR, reduce dependency on foreign technology, and prepare for potential military conflicts.
- Sought to make the USSR self-sufficient and internationally competitive.
- **Role of Gosplan:**
- Gosplan, the State Planning Committee, was responsible for setting production targets, allocating resources, and coordinating economic planning.
- Played a key role in implementing and monitoring the Five-Year Plans.
- **First Five-Year Plan (1928–1932):**
- Focus: Heavy industry and infrastructure
- Propaganda was used to inspire the workers
- Factories produced according to state quota systems

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- **Achievements**:
  - Rapid industrial expansion: over 1,500 factories built, including tractor factories (Stalingrad) and motor vehicle plants (Moscow)
  - Major increases in production of coal, iron, steel, and electricity (hydroelectric projects – Dnieper Dam)
  - Expansion of transport infrastructure (railways, canals)
  - Compulsory education created a skilled workforce
- **Shortcomings**:
  - Neglect of consumer goods led to shortages and poor living conditions.
  - Unrealistic targets led to falsification of statistics and inefficiencies.
- **Collectivisation:**
- Stalin's collectivisation campaign sought to consolidate small peasant farms into large, state-controlled units.
- Resistance from Kulaks (wealthier peasants) led to harsh repression and mass deportations.
- Collectivisation caused:
  - A drastic drop in agricultural output
  - Severe famine (notably in Ukraine), leading to the deaths of 2 million people
- Persistent shortages of meat, dairy, and grain
- **Second Five-Year Plan (1933–1937):**
- Continued emphasis on heavy industry, but increased focus on consumer goods and improving living standards
- Transport systems modernised – expanded railways and improved logistics.
- Adjustments to collective farming: peasants allowed to keep surplus produce after fulfilling state quotas
- Introduction of state farms (sovkhozes), operated like factories with paid wages
- Use of fertilisers, modern machinery, and improved farming techniques to raise agricultural productivity
- Some economic stabilisation occurred, but worker sacrifices were still significant (long hours, low wages, strict discipline)
- **Third Five-Year Plan (1938–1941):**
- Focused increasingly on military production due to the threat of World War II
- Continued expansion of heavy industry, but consumer goods production stagnated again
- Plan disrupted by the German invasion in 1941, but laid the groundwork for the USSR's wartime economy
- **IMPACT ON THE ECONOMY:**
- **Positive Outcomes:**
- The USSR became a major industrial power within a decade
- Major advances in infrastructure and heavy industry
- Improved state control over the economy and workforce
- **Negative Outcomes:**
- Massive human cost: forced labour, famine, and purges

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- Poor quality of life for ordinary citizens due to neglect of consumer needs
- Agricultural output remained inconsistent, with recurring shortages
- Stalin's authoritarian control led to economic inefficiencies and fear-driven productivity
- 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 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 state whether they agree or disagree with the statement that the Great Depression had a devastating economic and social impact on the citizens of the United States of America. Candidates must use historical evidence to support their line of argument.

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

- **Economic Impact:**
- **Stock Market Crash** (1929): The collapse of the stock market marked the beginning of the Depression. Panic selling caused the value of stocks to plummet, wiping out billions of dollars in wealth.
- **Bank Failures:** Thousands of banks across the U.S. collapsed as people rushed to withdraw their savings. Without federal insurance, many lost all their money.
- **Business Closures**: With little consumer spending and no access to credit, businesses failed rapidly. This led to widespread layoffs and major economic decline.
- **Mass Unemployment**: By 1933, over 13 million Americans — about 25% of the labour force — were unemployed. There were no state or federal unemployment benefits at the time.
- **Collapse of Farming Sector**:
- **Overproduction and Falling Prices**: Farmers were already struggling in the 1920s. When demand dropped, crop prices fell so low that many couldn't afford to harvest or sell their produce.
- **Dust Bowl**: Poor agricultural practices and a severe drought during the early 1930s created the Dust Bowl in states like Oklahoma, Kansas, and Texas. Farms were destroyed.
- Thousands of farmers migrated west in search of work.
- This created greater competition for jobs in towns and cities.
- **Debt and Foreclosures**: Farmers who had taken loans during better times defaulted. Banks seized properties, forcing many to abandon their land.
- Prices of goods and services dropped dramatically, worsening the economic decline.

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Social Impact:

- **Widespread Poverty**: Millions of Americans lost homes, jobs, and access to basic necessities.
- Malnutrition and hunger were common, especially among children.
- **Homelessness and Hoovervilles:**
  - Many people became homeless and built shantytowns, known as "Hoovervilles", after President Hoover, who was blamed for the crisis.
  - These informal settlements sprung up in parks, empty lots, and city outskirts across the country.
- **Mental Health and Despair:**
  - The hopelessness of the situation led to a significant increase in mental illness and suicide rates.
  - Families broke apart under the pressure of financial hardship.
  - Many men simply abandoned their families as they felt that they could not provide for them.
- **No social security**:
- No formal welfare systems, unemployment benefits, or food assistance from the government.
- People relied on private charities and soup kitchens.
- African Americans, already facing racial discrimination, were often the "last hired, first fired".
- 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 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 assess the extent to which the Nazi regime used eugenics and social Darwinism to justify and implement policies against Jews and other so-called 'undesirables' between 1933 and 1945.

MAIN ASPECTS

Candidates should include the following aspects in their responses:

Introduction:

Candidates must take a stance and indicate the extent to which the Nazi regime used eugenics and social Darwinism to justify and implement policies against Jews and other so-called 'undesirables' between 1933 and 1945. They should support their argument with relevant historical evidence.

ELABORATION

- **Hitler's Dictatorship and Nazi Ideology**
- Hitler and the Nazi Party promoted a totalitarian regime.
- Central to Nazi ideology was the belief in the racial superiority of the Aryan race (Herrenvolk).
- Hitler aimed to create a racially "pure" Germany.
- **Propaganda and Racial Superiority**
- Extensive use of propaganda to glorify Aryans and demonise others
- Promoted the idea of the "pure" Aryan race as superior to all others
- German children were taught how to identify Jews (Poisonous Mushroom)
- **Eugenics and Racial Policy**
- Nazi racial ideas were grounded in eugenics and social Darwinism
- Policies aimed at improving the genetic quality of the German population
- Targeted the so-called "unfit" for sterilisation, persecution, or elimination
- **Anti-Semitism in Nazi Germany**
- Jews were blamed for Germany's economic, political, and social problems
- Hitler was determined to eliminate all Jews from Germany
- Anti-Semitic policies were central to Nazi rule.
- **Boycott of Jewish Businesses** – Early economic attack on Jews
- Jews were banned from public places and the civil service
- Jewish children were banned from German schools
- **Night of Broken Glass (Kristallnacht)** – Nationwide violent attacks on Jewish homes, businesses, and synagogues
- **Nuremburg Laws** – Deprived Jews of citizenship; banned marriages between Jews and Aryans
- Racial stereotyping and scapegoating used to justify exclusion and violence

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- **Persecution of Other Non-Aryans**
- **Roma and the Sinti People (Gypsies):**
  - Accused of being habitual criminals
  - Forbidden from marrying Aryans
  - Deported to ghettos and concentration camps where many died from starvation or were killed
- **Dark-skinned Germans:**
  - Especially children of mixed-race parentage, called "Rhineland bastards"
  - Victims of forced sterilisation and racial discrimination
- **Jehovah's Witnesses:**
  - Refused loyalty to the Nazi state or participation in military service
  - Did not allow children to participate in Nazi rallies
  - Imprisoned or sent to concentration camps
- **Homosexuals:**
  - Viewed as a threat to Nazi ideals of reproduction and Aryan purity
  - Targeted by a special Gestapo unit
  - Faced castration, imprisonment, or death in concentration camps
- **The "Final Solution"**
- The systematic plan to exterminate the Jewish population of Europe
- Implementation of genocide through mass shootings, gas chambers, and forced labour
- Nazi policies from 1933 to 1945 were deeply rooted in eugenics and social Darwinism
- These ideologies were used to justify widespread persecution and genocide of Jews and other so-called "undesirables".
- Any other relevant response

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

TOTAL: 150

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