GRADE 11

HISTORY PAPER 1
MARKING GUIDELINES
MIDYEAR EXAMINATION
6 JUNE 2025

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This Marking Guideline consists of 19 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 organization 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 sources.	**40% (20)**
LEVEL 3	• Interpret and evaluate information evidence from sources. • Engage with sources to determine its usefulness, reliability, bias, reliability and usefulness and limitations. • Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions.	**30% (15)**

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1.2. The information below indicates how Source-Based questions are assessed:

• In marking all source-based questions credit needs to be given any other valid and relevant viewpoints, arguments, evidence or examples.

• In the allocation of marks emphasis should be placed on addressing the requirements of the question.

• In these marking guidelines the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.

1.3. Assessment procedures for source-based questions:

• Use a tick (✓) for each correct answer

• Pay attention to the mark scheme e.g. (2 x 2) which translates to two reasons and is given two marks each (✓✓ ✓✓); (1 x 2) which translates to one reason and is given two marks (✓✓)

• If a question carries 4 marks then indicate by placing 4 ticks (✓✓✓✓)

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 response to a paragraph question.

- Read a paragraph and place a bullet (•) at each point within the text where the candidate has used evidence to address the question
- Re-read the paragraph to evaluate the extent to whiuch 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 (L1, L2 or L3) as indicated in the holistic rubric and a brief comment e.g

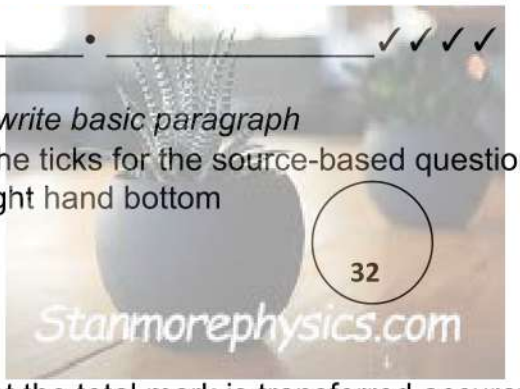
_____• _____•

_____• _____✓✓✓✓

Level 2=4

Used mostly evidence to write 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 next to the appropriate number of the question

2. ESSAY QUESTIONS

2.1. The essay questions require candidates to:

- Be able to structure the argument in a logical and coherent manner. They need to select, organize 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 textbook 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 credit for any other relevant answer.

2.3 Global assessment of the essay

The essay writing 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 essay writing.

2.4.2.

During the first reading of the extended writing ticks need to be awarded for a relevant introduction (indicated by a bullet in the marking guideline/ memorandum), each of the main points/aspects that is properly contextualised (also indicated by

bullets in the marking guideline/ memorandum) and a relevant conclusion (indicated by a bullet in the marking guideline/memorandum) e.g. in an answer where there are 5 main points there will be 7 ticks.

2.4.3 The following additional symbols can also be used:

- introduction, main aspects and conclusion not properly contextualised ^
- wrong statement _____
- irrelevant statement I I I
- Repetition **R**
- Analysis **A**√
- Interpretation √
- Line of Argument LOA ↕

2.5. The matrix

2.5.1 Use of analytical matrix in the marking of essays:

In the marking of essay, 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	

GLOBAL ASSESSMENT OF ESSAYS: TOTAL MARKS: 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, 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 structured an argument. Evidence is 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 an 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 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 is 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**	**00 – 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

SECTION A: SOURCE BASED QUESTIONS

1.1

1.1.1 [*Extraction of evidence from sources 1A-L1*]

- To consolidate control over agriculture and ensure sufficient grain production for industrialization. (1x2) (2)

1.1.2 [*Definition of concept from source 1A-L1*]

- Someone who promotes the idea that the economy should be in the hands of the state.
- Someone who is against private ownership of wealth.
- Any other relevant response (1x2) (2)

1.1.3 [*Interpretation of evidence from source 1A-L2*]

- Peasants resisted collectivization by destroying crops but ended up exacerbating famine.
- Reflects desperation and the failure of resistance strategies against Stalin's policies.
- Any other relevant response (2x2) (4)

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1.1.4 [*Extraction of evidence from source 1A - L1*]

- Kulaks were branded as enemies of the state.
- Many peasants faced arrests, deportations, or executions. (any 2x1) (2)

1.2

1.2.1 [*Interpretation of evidence from source 1B-L2*]

- Modernising agriculture to produce enough crops to sell outside the country
- Profit generated from sale of crops would buy new machines for industry
- Eradicating all the elements of capitalism by taking full control of production.
- Stalin aimed to centralize agriculture through collective farms.
- He rejected capitalist methods, instead employing mechanized farming to support industrial growth.
- Any other relevant response (any 2x2) (4)

1.2.2 [*Extraction of evidence from sources 1B-L1*]

- Making agriculture large scale (1x1) (1)

1.2.3 [*Extraction of evidence from sources 1B-L1*]

- Capitalist way
- Socialist way (2x1) (2)

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

- His leadership was characterised by authoritarianism
- He is manipulative as he asks rhetorical questions and answers them himself
- Any other relevant response (2x2) (4)

1.2.5 [*Extraction of evidence from sources 1B-L1*]

- "We reject this way as incompatible with Soviet economy." (1x1) (1)

1.3



1.3.1 [*Extraction of evidence from sources 1C-L1*]

- First phase from 1928-1933 involved voluntary formation of collective farms
- The second phase from 1928-1933 was much more forceful. (2x1) (2)

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

- Some peasants refused to join the farms.
- Many resented loosing land, implements and livestock into the new farm.
- They did not want to loose their freedom
- Wages paid on farms were low.
- Any other relevant response (2x2) (4)

1.3.3 [*Extraction of evidence from sources 1C-L1*]

- Widespread famine.
- Mass deportations to Siberia.
- Increased state control over agriculture. (any 2x1) (2)

1.4

1.4.1 [*Interpretation of evidence from source 1C-L2*]

- It was a newsworthy story because it highlighted the failure the of Stalin's policy of collectivisation

- The USA wanted to expose Russian communism as a disaster/failure/discredit communism.
- To highlight to the world the dire consequences of collectivisation in Russia
- It was a propaganda campaign to spread negative effects of collectivisation.
- Any other relevant response (2x2) (4)

1.4.2 [*Determining usefulness of source 1D-L3*]

- Provides insight into international perceptions of Stalin's policies.
- Provides insight into the failures of collectivisation.
- Provides insight into the deaths that came as a result of a famine that was caused by collectivisation.
- Any other relevant response (2x2) (4)

1.5 [*Comparison of Sources 1C and 1D to show similarities – L3*]

- In Source 1C it is mentioned that agricultural produce declined and in source 1D the headline suggests that peasants and animals starved due to a famine
- Source 1C mentions that grain was taken forcefully from peasants to feed urban populations and source 1D highlights that people and animals starved as a result of requisitioning of crops.
- Both highlight famine and repression as outcomes of collectivization.
- Source 1C describes the process, while Source 1D focuses on the results.
- Any other relevant response (2x2) (4)

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

Candidates could include the following aspects in their response:

- Stalin argued that Russian economy was backwards (own knowledge)
- It was made up of a small peasant economy (source 1B)
- Wanted to transform Russian industry, to do this he needed funds from a sound agricultural economy
- Stalin wanted Russia to compete with USA/western economies
- Collective farms were created, the sovkhoz and kolkhoz (own knowledge)
- The state provided seeds, tractors and fertilizer to ensure successful production (source 1B)
- at the beginning collectivisation was a voluntary process but later became violent when peasants opposed it (source 1B)
- Police were sent to forcefully requisition crops from the kulaks (Source 1C)

- Peasants did not want to lose their freedom, land, livestock and implements to the collective (own knowledge)
- They burnt their crops and slaughtered their livestock in response (source 1C)
- Famine, starvation and death of millions became the order of the day (source 1C and 1D)
- Any other relevant response (8)

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 **Stalin implemented collectivisation during the First Five Year Plans in 1928-1932.** • 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 shows little or no understanding of** how **Stalin implemented collectivisation during the First Five Year Plans in 1928-1932.** • Uses evidence in a basic manner	**MARKS 3-5**
LEVEL3	Uses relevant evidence e.g. **demonstrates a thorough understanding of shows little or no understanding of how Stalin implemented collectivisation during the First Five Year Plans in 1928-1932.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic	**MARKS 6-8**

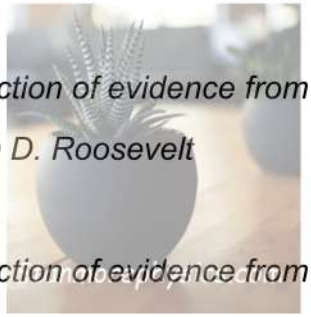
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QUESTION 2: HOW DID THE NEW DEAL OPPOSE THE PRINCIPLES OF CAPITALISM IN THE UNITED STATES OF AMERICA DURING THE 1930s?

2.1

2.1.1 [*Definition of a concept from Source 2A - L1*]

- Capitalism is an economic and social system where private individuals or businesses own and control the production and distribution of goods and services, aiming to generate profit.
- Free markets economic system and has competition.
- Limited government interference in market operations , with wealth and resources allocated based on supply, demand, and individual initiative.
- Private ownership of businesses.
- Any other relevant response (Any 1 x 2) (2)



2.1.2 [*Extraction of evidence from source 2A - L1*]

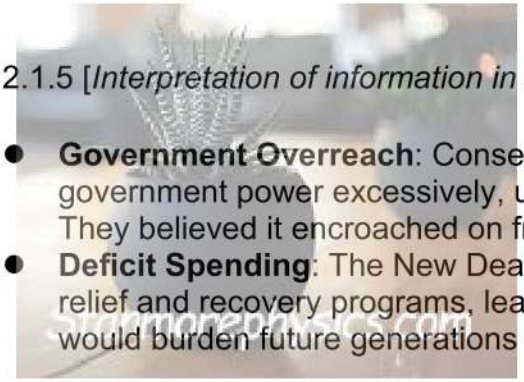
- *Franklin D. Roosevelt* (1 x 1) (1)

2.1.3 [*Extraction of evidence from source 2A- L1*]

- *Relief*
- *Recovery*
- *Reforms* (3 x 1) (3)

2.1.4 [*Interpretation of information from source 2A -L2*]

- Public works projects (building roads, bridges, schools, parks, and other public facilities).
- Civilian Conservation Corps (CCC)
- Works Progress Administration (WPA).
- Tennessee Valley Authority (TVA)
- Any other relevant response Any (1 x 1) (1)



2.1.5 [*Interpretation of information in source 2A - L2*]

- **Government Overreach**: Conservatives argued that the New Deal expanded federal government power excessively, undermining individual freedoms and states' rights. They believed it encroached on free-market capitalism.
- **Deficit Spending**: The New Deal involved significant government spending to fund relief and recovery programs, leading to budget deficits. Critics like Hoover worried this would burden future generations with debt and harm economic stability.

- **Discouraging Private Enterprise**: Conservatives believed that New Deal policies discouraged private business investment and entrepreneurship by imposing regulations, higher taxes, and competition with government programs.
- **Dependency on Government**: Critics argued that the relief programs fostered a culture of dependency, weakening individuals' self-reliance and work ethic.
- **Economic Ineffectiveness**: Some conservatives claimed that the New Deal failed to resolve the Great Depression quickly and instead prolonged economic hardship through inefficient and mismanaged programs.
- **Socialist Tendencies**: Many saw the New Deal as a step toward socialism, fearing it would fundamentally alter the capitalist system by redistributing wealth and centralizing economic planning.
- Hoover and other conservatives promoted the idea of "voluntary cooperation" between businesses and government as a more effective and less intrusive alternative.
- Any other relevant responses (2 x 2) (4)

2.2

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

- Some [of our] bankers have shown themselves either incompetent or dishonest in their handling of the people's funds.
- They had used money entrusted to them in speculations and unwise loans. Banks were incompetent. Any (1 x 1) (1)

2.2.2 [*Interpretation of information from source 2B - L2*]

- *Most Americans had radios*
- *Many people unemployed –could not afford to buy newspapers*
- *Few people had access to television.*
- It was the most popular / common form of media accessible to most people
- Any other relevant response (Any 2 x 2) (4)

2.2.3 [*Interpretation of information from source 2B*]

- Banks were inspected.
- Only banks who were financially sound were reopened
- Supply of bank capital increased.
- Deposits of investors were guaranteed.
- Any other relevant response (Any 2 x 2) (4)

2.2.4 [*Determining reliability of Source 2B - L3*]

- It is a primary source of a speech presented by the USA President Franklin D. Roosevelt on a radio broadcast, Fireside Chat (12th March 1933) regarding the Emergency Banking Act where he explained the banking situation for the public.

- It is a speech that was broadcast on radio on 12 March 1933 regarding the Emergency Banking Act.
- It mentions the date and the broadcasting program on which the speech was presented which is a Fire Chat on 12 March 1933.
- Any other relevant response (2x2) (4)

2.3

2.3.1 [*Extraction of evidence from source 2C - L1*]

- Old age pension
- Insurance against unemployment
- Provided child welfare
- Provided relief for the poor
- Provided health benefits (Any 2 x 1) (2)

2.3.2 [*Interpretation of information from source 2C- L2*]

- The statement **"For the first time, we have hope"** reflects the profound impact of the New Deal programs on the American public during the Great Depression
- It means that the New Deal was promising to positively change things for the better
- Prior efforts or approaches by Hoover had failed to bring any turnaround of things so they had lost hope
- Renewed Optimism is reflected by the statement
- Any other relevant response (2x 2) (4)

2.3.3 [*Extraction of evidence from source 2C - L1*]

a)

- *critics warned of bureaucratic overreach, supporters argued that these measures were necessary to address the failures of unregulated capitalism exposed by the Great Depression/ Negatively* (1 x 1) (1)

b)

- *Supporters celebrate it as a lifeline for those who have been left behind during the Great Depression/ Positively* (1 x 1) (1)

2.4

2.4.1 [*Extraction of evidence from source 2D - L1*]

- Financial protection against unemployment
- Illness
- Aging Any (2 x 1) (2)

2.4.2 [*Interpretation of information from source 2D - L2*]

- **Opposition to Government Expansion**: Republicans would argue that the Social Security Act represented an overreach of federal authority, setting a precedent for government intervention in areas traditionally managed by individuals, families, or local communities.
- **Concerns About Tax Burden**: The Social Security program was funded through payroll taxes on employers and employees. Critics contended that this new tax burden could stifle economic recovery, discourage hiring, and place undue pressure on businesses and workers.
- **Fears of Dependency**: Republicans often expressed concern that Social Security could foster a reliance on government assistance, undermining the self-reliance and individualism central to American values.
- **Long-term Financial Sustainability**: Some opponents questioned whether the Social Security program was financially viable in the long run, warning that it might lead to unsustainable government spending and future deficits.
- **Philosophical Resistance to Redistribution**: Conservatives viewed the Social Security Act as a step toward wealth redistribution and socialism. They worried that it set a dangerous precedent for government-mandated social welfare programs.
- Any other relevant response (Any 2 x 2) (4)

2.5 [*Comparison of Sources 2C and 2D to show similarities – L3*]

- In Source 2D supporters celebrate it as a lifeline for those who have been left behind during the Great Depression while Source 2D says its financial security for the elderly,unemployment insurance, support for vulnerable groups.
- Source 2C says the Social Security Act exemplified this shift, positioning the government as a guarantor of economic security through mechanisms like unemployment insurance and old-age pensions while in Source 2D the poster encourages people to join the march to join old age security showing that it was a guarantee of economic security for old age pensions.
- Source 2C says the federal government assumed an active, enduring role in safeguarding citizens' welfare while the Source 2D poster emphasizes the benefits of old-age security and financial protection against unemployment, illness, and aging.
- Any other relevant response (2x2) (4)

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

Candidates could include the following aspects in their response:

- The New Deal introduced significant **government intervention** in the economy, which contrasted with capitalism's principle of minimal government involvement.
- Programs like the **Public Works Administration (PWA)** and the **Civilian Conservation Corps (CCC)** provided jobs directly through federal initiatives, reducing reliance on private enterprise.
- The establishment of **Social Security** and unemployment insurance redistributed wealth, opposing capitalism's focus on self-reliance.
- Strict regulations on banks and businesses, through acts like the **Glass-Steagall Act**, curtailed free-market operations.

- Labor reforms, including the **Wagner Act**, strengthened unions, challenging employer dominance in a capitalist system.
- Public spending programs replaced private investment as the primary driver of economic recovery.
- Price controls and subsidies interfered with supply-and-demand dynamics central to capitalism.
- The government took an active role in planning and stabilizing the economy, limiting free-market competition.
- Any other relevant response (8)

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 new deal opposed the principles of capitalism in the United States of America during the 1930s?** • 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 shows little or no understanding of how the new deal opposed the principles of capitalism in the United States of America during the 1930s?** • Uses evidence in a basic manner	**MARKS** **3-5**
LEVEL3	Uses relevant evidence e.g. **demonstrates a thorough understanding of shows little or no understanding of how the new deal opposed the principles of capitalism in the United States of America during the 1930s?** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic	**MARKS** **6-8**

SECTION B: ESSAY QUESTION

QUESTION 3: COMMUNISM IN RUSSIA: LENIN'S ECONOMIC POLICIES

"Lenin's New Economic Policy was a necessary step away from his goal of full Communism to repair the damage caused by War Communism in the USSR from 1921 to 1929."

Do you agree with the statement? make reference to Lenin's economic policies to support your answer with relevant evidence. **[50]**

Synopsis

Learners should discuss critically how the NEP was a necessary step away from Lenin's goal of full Communism to repair the damage caused by War Communism in the USSR from 1921 to 1929."

Introduction

Learners must state a stance/standpoint in relation to the statement, Write a reason sentence to Support the stance. Provide orientation for the essay.

BACKGROUND

- In October 1917, the Tsar was forced to abdicate.
- The Bolsheviks, led by Lenin, seized the city of St Petersburg. The Bolsheviks were known as the Reds.
- Not all in Russia wanted the Tsar to be overthrown and forces loyal to the royal family fought the Reds. They were known as the Whites.
- The Whites were supported by the USA and Britian, who did not want Russia to become communist.
- The Bolsheviks realised that if they were to win the civil war, they would need to keep the Red Army equipped and fed.
- A policy known as *War Communism* was implemented which according to Lenin was "dictated not by economic, but by military needs and considerations."
- It was extremely centralized and an emergency measure.
- Its main aim to prevent the exploitation of workers and to destroy capitalism.

WAR COMMUNISM AND AGRICULTURE

- Land farmed by peasants, had to be reorganised by the Bolsheviks to feed the RED Army.
- To do this all land was nationalized (Owned by the state)
- Lenin abolished private ownership.
- Land owned by the nobility and church was confiscated and given to the farmers.
- The peasants were unhappy about this as they could not own their own land.
- To feed the peasants, the government formed a food dictatorship where farmers had to hand over surplus food to the State.
- In return they would receive free factory goods e.g. tractors, but none were available.
- So, the peasants hid the food.
- The State sent out Food Patrols to collect the hidden food and seed grain.
- The peasants resisted this by only growing enough for themselves or refusing to grow at all, this led to man-made famine.

- Disease and famine followed.
- 5 million people died even with help from the USA.

Link: Therefore war communism was a FAILURE as it did not encourage the peasants to grow food and grain production dropped from 80 million tons in 1913 to 37,6 million tons in 1921 contributing to the deaths of millions of

people.

WAR COMMUNISM AND INDUSTRY.

- In order to supply the Red Army, industry also had to be re-organised by the Bolsheviks.
- So, the State nationalised all industries, mines and factories.
- Private trade was banned.
- All workers between the ages of 16 and 50 were forced to work.
- Military discipline was enforced, and strikes were declared illegal.
- There were major food shortages and people were hungry and discontent.
- The nationalisation was punitive and the effect on the Russian economy was disastrous.
- Workers committees were expected to control the factories but because of poor education and training they were unable to take over management functions.
- The control of industry, obtaining raw materials and selling of goods were beyond the capabilities of the workers. This led to industrial chaos.
- Machines and trains broke down and were not mended.
- Thousands of workers left town and went to the countryside to find food.
- The state printed worthless money and there was massive inflation.
- People were forced to trade on the black market.

Link: Once again industrial nationalisation was a failure as industrial production fell to 40% of what it was in 1913.

KRONSTADT REBELLION

- The Kronstadt sailors were some of Lenin's biggest supporters. They had been key to the Bolsheviks rise.
- By 1921, most of Russian's had had enough of War communism and the suffering it caused.
- The sailors accused Lenin of betraying the Revolution.
- They staged an uprising in the city of Kronstadt.
- Lenin sent his general, Trotsky, to calm down the rebellion. He failed.
- The city was stormed by the Red Army and thousands died.
- The surviving sailors were executed.
- This was the "Flash, which lit up reality" for Lenin.
- Lenin realised that, if his most loyal followers could rebel against him, then War Communism had gone too far.
- Lenin realised that a little capitalism was needed to save the Russian economy.

Link: With war communism being a failure and the Kronstadt sailors rising up to overthrow him, he realised that he has to change his policy and create a compromise with capitalism.

THE NEW ECONOMIC POLICY

- Lenin realises "The Republic hangs by a hair."
- Lenin introduces the New Economic Policy in 1921, he called it State Capitalism.

- This was done to save communism and he described it as “two steps forward, one step back.”
- He realised it was too early for full-scale communism and his main aim was to win back the peasantry which War Communism had lost.

THE NEP AND AGRICULTURE

- The priority was to increase the production of food to stop the famine.
- To achieve this the peasants were allowed to sell their surplus crops on the open market.
- The State kept the land, but the peasants paid an agricultural tax in the form of grain which was sent to the cities to feed the workers.
- Once they paid the tax, they could sell their surplus crops for a profit, they could even lease additional land and employ labourers.
- The area under cultivation slowly showed an increase.
- This resulted in the rise of a wealthy class of peasants called KULAKS.

Link: The NEP was a success as peasants were motivated to grow more food and the area under cultivation increased by 7 million hectares showing that incentives were vital for a growing economy.

THE NEP AND INDUSTRY

- Industry also benefitted from the NEP.
- The State kept control over large industries.
- Factories with less than twenty workers were returned to private entrepreneurs.
- Although they were heavily taxed and lost their right to vote, they used the opportunity to increase their output.
- Anyone could set up a shop and sell goods for a profit.
- Workers were paid in money and given bonuses.
- Private trade was allowed.
- This established a wealthy industrial, business class called the NEPMEN.
- Larger businesses (with more than 20 workers) were permitted to manage their own affairs along capitalist business lines.
- They could obtain raw materials on the open market and decided for themselves how they wanted to sell their products.
- The only real restriction was that the State had first claim to their products.

Link: The NEP proved to be a success as the economy was restored to its pre-war levels, workers had incentives to work. It saved Russia from total collapse and helped the communist government to retain control of Russia.

CRITICISMS OF THE NEP

- Many passionate communists were angry at the capitalist elements of the NEP.
- Many communists felt the NEP had betrayed communism.
- Many were upset at the social inequality created by the NEP.

Conclusion

- Learner should tie up their argument with relevant conclusion

QUESTION 4: CAPITALISM IN USA: THE WALL STREET CRASH

To what extent did the Great Depression negatively affect the lives of people in the United States of America between 1929 and 1933.

Synopsis

Learners should discuss To what extent the Great Depression negatively affect the lives of people in the United States of America between 1929 and 1933

Introduction

Learners must state a stance/standpoint in relation to the statement, Write a reason sentence to Support the stance. Provide orientation for the essay.

Economic Collapse

Bank failures: Widespread collapse of banks led to loss of savings.
Plummeting demand: Overproduction caused prices to crash (e.g., agricultural goods).
Business closures: Many companies shut down, leading to mass retrenchments.
Unemployment: No social security or unemployment insurance left millions jobless.

Impact on Farmers

Dust Bowl (1930s): Drought and poor farming practices destroyed crops and soil.
Farm abandonment: Falling prices and unpaid loans forced farmers to leave land.
Overproduction crisis: Agricultural surplus worsened economic collapse.

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Social Consequences

Homelessness: Families evicted for unpaid rent/mortgages moved to informal settlements.
Hoovervilles: Shanty towns built by the homeless, named after President Hoover.
Desperation: Suicides surged due to financial ruin; breadlines formed for charity food.
Dust Bowl migration: Farmers fled to cities or other states in search of work.

Government Response

Hoover's policies: Relied on self-reliance and individualism; limited federal aid.
Roosevelt's New Deal (1932): Promised a "New Deal for the forgotten man" to restore hope.

- Wall street crash brought shockwave to the people of the USA
- There was a high unemployment. Manufacturers began to dismiss employees. By 1932, 14 million American employees were already unemployed.
- Americans had lost confidence in the capitalist system.
- An economic collapse followed after stockbrokers began to recover outstanding debts.
- Investors were unable to meet their debts.
- Banks were short of money and people withdrew their deposits, causing many banks to close their doors.
- There was loss of life savings and investments
- Americans lost confidence in the banking system and preferred to keep their savings at home.
- American foreign trade suffered a very severe reverse when the European countries took measures to protect their own industries by excluding American goods.
- European investors also withdrew their capital from the USA.

- Consequently, the downward trend of the American economy continued, while the unemployment figure soared.
- There was no social security or unemployment insurance in the USA. The unemployed had to rely on charity.
- Soup kitchens and bread queues became common sights in the cities.
- Informal settlements, known as Hoovervilles, sprang up.
- Farmers lost profit due to overproduction and drop of food prices
- Farmers simply abandoned their farms to dodge payment of mortgages. (and this increased unemployment as farm workers lost their jobs).
- Luxury flats in cities remained unoccupied.
- Passenger trains throughout the country were not in use.
- The ineffective measures of the Hoover administration increased the collapse of the economy.
- Some people became homeless leading to the formation of shanty towns like Hovervilles.
- Some people committed suicide as they could not withstand the effects of the depression
- Some people depended on soup kitchens for food
- Theft/ crime increased
- Roosevelt became President of the USA in 1933. In his election campaign Roosevelt outlined a comprehensive scheme which would lead to the economic recovery of the USA.
- Any other relevant response

Conclusion: Candidates must tie up their argument with a relevant conclusion.

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