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education

Department:
Education
North West Provincial Government
REPUBLIC OF SOUTH AFRICA

PROVINCIAL ASSESSMENT

GRADE 11

HISTORY P1

NOVEMBER 2024

MARKING GUIDELINES

MARKS: 150

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This marking guidelines consist of 23.

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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 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.

1.3Assessment 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.

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- At the end of the paragraph indicate the ticks (✓) that the candidate has been awarded for the paragraph; as well as the level (1, 2 or 3) as indicated in the holistic rubric and a brief comment e.g.

  _____ • _____
  _____ • _____ • _____
  Level 2 ✓✓✓✓✓

  Used mostly relevant evidence to write a basic paragraph

- Count all the ticks for the source-based question and then write the mark on the right-hand bottom margin, e.g. $\frac{32}{50}$

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

2. ESSAY QUESTIONS

2.1 The essay questions require candidates to:

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

2.2 Marking of essay questions

Candidates may have any other relevant introductions and/or conclusions than those included in a specific essay marking guideline for a specific essay.

2.3 Global assessment of the essay

The essay will be assessed holistically (globally). This approach requires the teacher to assess the essay as a whole, rather than assessing the main points of the essay separately. This approach encourages the learner to write an original argument by using relevant evidence to support the line of argument. The learner will **not** be required to simply regurgitate content (facts) in order to achieve a level 7 (high mark). This approach discourages learners from preparing essays and reproducing them without taking the specific requirements of the question into account. Holistic marking of the essay credits learners' opinions that are supported by evidence. Holistic assessment, unlike content-based marking, does not penalise language inadequacies as the emphasis is on the following:

- The learner's interpretation of the question
- The appropriate selection of factual evidence (relevant content selection)
- The construction of argument (planned, structured and has an independent line of argument).

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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 (which is indicated by a bullet in the marking guideline), the main aspects/body of the essay that sustains /defends the line of argument (which is indicated by bullets in the marking guideline) and a relevant conclusion (which is indicated by a bullet in the marking guideline). For example, in an essay where there are five (5) main points there could be about seven (7) ticks.

2.4.3 Keep the **PEEL** structure in mind in 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 the 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 about and how it relates to the question posed (line of argument).
E	**Example:** 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 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 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 essay will be to determine to what extent the main aspects have been covered and to allocate the **content level** (on the matrix).

C	LEVEL 4	

(b) The second reading of essays will relate to the level (on the matrix) of **presentation**.

C	LEVEL 4	
P	LEVEL 3	

(c) Allocate an overall mark with the use of the matrix.

C	LEVEL 4	} 26–27
P	LEVEL 3	

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

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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 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 the line of argument.	**43–46**	**40–42**	**38–39**				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.	**38–39**	**36–37**	**34–35**	**30–33**	**28–29**		
LEVEL 4 Question recognisable in answer. Some omissions or irrelevant content selection.			**30–33**	**28–29**	**26–27**		
LEVEL 3 Content selection does relate to the question, but does not answer it, or does not always relate to the question. Omissions in coverage.				**26–27**	**24–25**	**20–23**	
LEVEL 2 Question inadequately addressed. Sparse content.					**20–23**	**18–19**	**14–17**
LEVEL 1* Question inadequately addressed or not at all. Inadequate or irrelevant content.						**14–17**	**0–13**

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Guidelines for allocating a mark for Level 1:

- Question not addressed at all/totally irrelevant content no attempt to structure the essay = 0
- Content selection 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 WERE THE CONSEQUENCES OF WAR COMMUNISM ON RUSSIA?

1.1

1.1.1 *[Definition of a historical term from Source 1A – L1]*

- Communism is a social, political and economic ideology that aims to establish a stateless and classless society
- Communism is a system in which different classes are abolished and the state controls aspects of life.
- Any other relevant response (1 x 2) (2)

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

- A system in which those who own wealth e.g. financiers and industrialist have political and economic power.
- An economic and political system in which a country's trade and industry are controlled by private owners for profit.
- Any other relevant response (any 1 x 2) (2)

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

- Communist destroyed the democratically elected parliament
- Communist imposed one party dictatorship
- They introduce a radical new social economic system (any 2 x 1) (2)

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

- The government of the Tsar was corrupt
- The government of the Tsar was undemocratic/oppressive
- The people wanted freedom/democracy
- Economic hardship and suffering suffered by majority of the people
- Any other relevant answer (any 1 x 2) (2)

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

- To take control of privately owned property and industry
- To create a classless society
- To close the gap between the rich and the poor
- Any other relevant response (any 2 x 2) (4)

1.2.1 *[Extraction of evidence from Source 1B – L1]*

- It led to a decline in industrial and agricultural output.
- It led to widespread famine. (2 x 1) (2)

1.2.2 *[Extraction of evidence from Source 1B – L1]*

- Mines flooded
- Machines smashed
- Railway in ruins (3 x 1) (3)

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1.2.3 *[Interpretation of evidence from Source 1B – L2]*
- The protest / revolts was violently/brutally suppressed by the Red Army. (1 x 2) (2)

1.2.4 *[Determining the usefulness of Source 1B – L3]*
The source is useful because:
- It shows how War communism led to severe decline in industrial production and agriculture
- It shows how peasants were brutally suppressed by the Red Army
- It highlights how peasants revolted
- It highlights the effects of Civil War on the mines, leading to famine and epidemic diseases
- Any other relevant response (any 2 x 2) (4)

1.3

1.3.1 *[Interpretation of evidence from Source 1C – L2]*
- **To show:**
- To show the effects of War Communism on the people of Russia
- To show how famine and epidemic diseases affected the people of Russia
- To highlight the failure of War Communism
- Any other relevant response (any 1 x 2) (2)

1.3.2 *[Interpretation of evidence from Source 1C – L2]*
- The government/state confiscated private farms
- War Communism led to serious decline in production in agriculture (food)
- The requisition (forced seizure) of the peasant's grain by the Red Army
- Introduction of forced labour led to decline in productivity and production of good/products/food.

Any other relevant response (2 x 2) (4)

1.4 *[Comparison of evidence from Sources 1B and 1C to ascertain how theysupport each other – L3]*
- Source 1B explains how War Communism negatively affected people of Russia and Source 1C demonstrate that too
- Source 1B highlights the effects of famine and epidemic diseases and this is shown in Source 1C.
- Any other relevant response (any 2 x 2) (4)

1.5

1.5.1 *[Extraction of evidence from Source 1D – L1]*
- Economy was in ruins
- Inflation was out of control

The country was in the grip of famine (3 x 1) (3)

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1.5.2 [Interpretation of evidence from Source 1D – L2]

- He meant that War Communism was not successful
- He was acknowledging the failure of War Communism
- The government was in danger
- The government was on the verge of being overthrown
- Any other relevant response (1 x 2) (2)

1.5.3 [Extraction of evidence from Source 1D – L1]

- They wanted political and economic freedom (1 x 2) (2)

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

- Even their most loyal supporters were revolting against them
- The government was in danger
- The government was on the verge of being overthrown
- Any other relevant response (any 1 x 2) (2)

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

Candidates could include the following aspects in their response:

- Under War Communism a system of classes was abolished (Source 1A)
- Government took control of private property and trade (Source 1A)
- Requisitioning of grain led to widespread famine (Source 1B)
- The years of the war had left mines flooded, machines smashed, factories and railways in ruins (Source 1B)
- Surplus crops were forcefully taken by the government to feed factory workers and the army (Source 1A,1B and 1D)
- Money charges on such services as rail-ways and post was abolished (Source 1A)
- Mines were affected (flooded, machines smashed (Sources 1B)
- Industrial output dropped (Source 1B)
- Famine and epidemic diseases swept Russia and many people died of typhoid (Source 1B, 1C and 1D)
- Peasants rose up against the army and the CHEKA (Source 1D)
- sailors at Kronstadt mutinied (revolted), demanding more political and economic freedom(Source 1D)

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Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner, e.g. **shows no or little understanding on the consequences of War Communism on Russia.** • Uses evidence partially or cannot write a paragraph.	**MARKS 0–2**
LEVEL 2	Evidence is mostly relevant and relates to a great extent on the topic, e.g. **shows some understanding on the consequences of War Communism on Russia.** Uses evidence in a very basic manner to write aparagraph.	**MARKS 3–5**
LEVEL 3	Uses relevant evidence, e.g. **demonstrates a thorough understanding on the consequences of War Communism on Russia.** Uses evidence very effectively in an organized paragraph that shows an understanding of the topic.	**MARKS 6–8**

(8)
[50]

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QUESTION 2: HOW DID THE GREAT DEPRESSION AFFECT THE LIVES OF PEOPLE IN THE UNITED STATES BETWEEN 1929 AND 1933?

2.1

2.1.1 *[Extraction of evidence from Source 2A – L1]*

- Considerable wealth (1 x 2) (2)

2.1.2 *[Definition of historical concepts from Source 2A – L1]*

- An abrupt drop in stock prices which trigger a prolonged signal economic trouble ahead.
- Sudden dramatic decline of stock prices.
- Steep collapse in the price of a stock
- Any other relevant response (any 1 x 2) (2)

2.1.3 *[Interpretation of evidence Source 2A – L2]*

- Because of Government policies
- Bank failures and panics.
- Government manipulation of interests rates
- Any other relevant response (any 2 x 2) (4)

2.1.4 *[Interpretation of evidence Source 2A – L2]*

- Because of excessive production of commodities
- Because of excessive building
- Because of excessive financial speculation
- Due to excessively skewed distribution of income and wealth (2 x 2) (4)

2.1.5 *[Determining the usefulness of Source 2A – L3]*

- It outlines the reasons for the cause of the Great Depression
- It shows how the 1929 Stock market crash destroyed wealth
- It highlights the failures of capitalism
- Any other relevant response (any 2 x 2) (4)

2.2

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

- Over five thousand banks were closed
- Huge number of businesses closed
- Employees were laid off
- Wages of those who remained were cut
- Industrial production fell (any 2 x 1) (2)

2.2.2 *[Extraction of evidence from Source 2B – L1]*

- By 1933 15 million-one fourth or one third of the labour force were out of work
- Ford Motor Company which in the spring had employed 128 000 workers, was down to 37 000 by August of 1931
- Almost half the 280 000 textile mill workers in New England were out of work. (3 x 1) (3)

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2.2.3 *[Interpretation of evidence from Source 2B – L2]*
- He meant that the United States economy was stunned/collapsing
- He meant that unemployment was high
- Any other relevant response (any 2 x 2) (4)

2.2.4 *[Extraction of evidence from Source 2B – L1]*
- There were millions of tons of food – but it was not profitable to transport it to sell it
- Warehouses were full of clothing, but people could not afford it
- There were lots of houses that stayed empty as people could not pay rent
- People had been evicted and now live in shacks (any 3 x 1) (3)

2.3.1 *[Extraction of evidence from Source 2C – L1]*
- The photograph was taken to show the hardships and effects of the Great Depression.
- Devastating impact on families
- Any other relevant response (1 x 2) (2)

2.3.2 *[Interpretation of evidence from Source 2C – L2]*
- It shows how the Great Depression left the Americans impoverished
- It shows that the Americans were even struggling to buy food as a result of the Great Depression.
- Any other relevant response (any 1 x 2) (2)

2.4 *[Comparison of evidence from Source 2B and 2C – L3]*
- In Source 2B the economy is stunned and Source 2C depicts a figure showing the woman and children being affected by the poor economy. (Both agree that the economy collapsed)
- In Source 2B people had been evicted and lived in shacks and in Source 2C is showing a woman who had just sold her family's home for money to buy food.
- Any other relevant response (2 x 2) (4)

2.5.1 *[Interpretation of evidence from Source 2D – L2]*
- Non-intervention/ interference by a government in the economy is an important characteristic of capitalism
- One objective motive of capitalism is business profit, thus by providing government loans to banks and other big institutions, demonstrated Hoover's commitment to capitalism
- Hoover believed that the government did not have the responsibility to create jobs or provide relief for its citizens
Any other relevant response (any 1 x 2) (2)

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2.5.2 [Interpretation and analysis of evidence from Source 2D – L2]

- Hoover's 'reaction was not successful because the banks and business that received government loans were not able to help the poor.
- More businesses continued to close down
- Unemployment increased
- Informal settlements, called Hooverville mushroomed in many cities
- Many farmers were ruined by the banks and left their rural homes for the cities
- Hoover's Republican Party lost the 1932 election to the Democrat FDR Roosevelt
- Any other relevant response (any 2 x 2) (4)

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

Candidates could include the following aspects in their response:

- Over five thousand banks were closed (Source 2A)
- Huge number of businesses closed (Source 2A)
- Employees were laid off (Source 2A)
- Wages of those who remained were cut
- Industrial production fell (Source 2A)
- Effects of Depression: Banks and businesses closed (Source 2B)
- Unemployment increased: also in towns (Source 2B and 2D)
- Wages were cut (Source 2B)
- American people became homeless (Source B and C)
- Poverty increased (Source C)
- Emergence of Hooverville (Source 2D)
- Hoover's attitude towards the Great Depression (Source 2D)
- Any other relevant response

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Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner, e.g. **shows no or little understanding of how the Great Depression affected the lives of people in the United States between 1929 and 1933.** • Uses evidence partially or cannot write a paragraph.	**MARKS 0–2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent on the topic, e.g. **shows some understanding of how the Great Depression affected the lives of people in the United States between 1929 and 1933.** Uses evidence in a very basic manner to write aparagraph.	**MARKS 3–5**
LEVEL 3	• Uses relevant evidence, e.g. **demonstrates a thorough understanding of how the Great Depression affected the lives of people in the United States between 1929 and 1933.** Uses evidence very effectively in an organized paragraph that shows an understanding of the topic.	**MARKS 6–8**

(8)

[50]

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QUESTION 3: HOW DID HITLER AND THE NAZI PARTY CONSOLIDATE POWER IN GERMANY?

3.1

3.1.1 *[Extraction of evidence from Source 3A – L1]*

- To try and consolidate power
- To try and strengthen his position.
- The Nazis aimed to increase their share of the vote so that they would have a majority in the Reichstag. (any 2 x 1) (2)

3.1.2 *[Explanation of historical term from Source 3A – L1]*

- A coalition government, is a government by political parties that enter into a power sharing.
- A government that is formed jointly by more than one political party
- Any other relevant response (any 1 x 2) (2)

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

- Had powers to search houses
- Confiscate property
- Detain people indefinitely without trial (any 2 x 1) (2)

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

- To encourage anti-communism
- To reinforce its position
- To intimidate its opponents
- Any other relevant response (2 x 2) (4)

3.2

3.2.1 *[Extraction of evidence from Source 3B – L1]*

- They were referred to as undesirable
- They were 'racially impure' (2 x 2) (2)

3.2.2 *[Extraction of evidence from Source 3B – L1]*

- Jehovah's Witnesses were arrested and persecuted (tortured) because of their religious beliefs and many died of ill-treatment in camps.
- Homosexuals were also incarcerated (imprisoned) and thousands died of starvation and brutality (2 x 1) (2)

3.2.3 *[Interpretation of evidence from Source 3B – L2]*

- To purify the German race
- To establish a pure national community – a 'master race"'.
- To wipe out the impure racial groups

Any other relevant response (any 2 x 2) (4)

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3.2.4 *[Interpretation of evidence from Source 3B – L2]*

- For them to create 'pure' babies with the SS officers
- To produce children of 'pure blood'
- For children to be indoctrinated with the ideas of Nazi
- Any other relevant response (2 x 2) (4)

3.2.5 *[Commenting on the usefulness of evidence from Source 3B – L3]*
The source is USEFUL because:

- It highlights the aims of Hitler to establish a 'master race' in Germany
- It explains how minority groups were excluded and regarded as undesirable and racially impure
- It explains how Black men and children of 'mixed 'marriages were forcibly sterilized
- Any other relevant response (2 x 2) (4)

3.3

3.3.1 *[Interpretation of evidence from Source 3C – L2]*

- It shows that the Jews and communists were the most hated in Germany
- It shows how the so called 'enemies 'of the Nazis were hated in Germany
- It shows how those who were regarded as enemies of the Nazis were executed. (2 x 2) (4)

3.3.2 *[Extraction of evidence from Source 3C – L1]*

- Jews
- Gypsies
- Homosexuals
- Blacks (any 2 x 1) (2)

3.3.3 *[Comparison of evidence from Source 3B and 3C – L3]*

- Both sources tell us about how Nazi Germany was founded with an obsession with racial purity
- Both sources show how the Nazi wanted to purify the German race
- Both sources show how the Jews were hated by the Nazi in Germany
- Both sources show that not only the Jews were targeted (hated) in Germany
- Both Indicates that those who were regarded as enemies of the Nazis were killed.
- Any other relevant response (2 x 2) (4)

3.4

3.4.1 *[Extraction of evidence from Source 3D – L1]*

- All Jewish shops were broken into (1 x 2) (2)

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3.4.2 *[Interpretation of evidence from Source 3D – L2]*

- They had to feed their families
- They were made to believe that the Jews are terrible
- They did it out of fear – it was dictatorship
- Any other relevant response (any 2 x 2) (4)

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

- The Nazi Party used the atmosphere of panic to their advantage, encouraging anti-communism (Source 3A)
- Concentration camps and detention centres were set up around the country (Source 3A)
- Nazis main opponents and 4000 people were imprisoned (Source 3A)
- The Nazi vision of a pure Aryan community excluded minority groups who were regarded as undesirable or racially impure (Source 3B)
- The police were given emergency powers to search houses, confiscate property and detain people indefinitely without trial (Source 3A)
- Black men and children of 'mixed' marriages were forcibly Sterilised to ensure the racial group would die out (Source 3B).
- People with 'pure blood' (those with blond hair and blue eyes) encouraged to have more children (Source 3B)
- Homosexuals were also incarcerated (imprisoned) and Thousands died of starvation and brutality (Source 3B).
- Those who were regarded as enemies of the Nazis were hanged on the gallows (Source 3C)
- Nazis intimidated people and people could not speak openly (Source 3D)
- Any other relevant response (8)

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Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner, e.g. **shows no or little understanding of how Hitler and the Nazi Party consolidated power in Germany** • Uses evidence partially or cannot write a paragraph.	**MARKS 0–2**
LEVEL 2	Evidence is mostly relevant and relates to a great extent on the topic, e.g. **shows some understanding of how Hitler and the Nazi Party consolidated power in** Uses evidence in a very basic manner to write aparagraph.	**MARKS 3–5**
LEVEL 3	Uses relevant evidence, e.g. **demonstrates a thorough understanding of how Hitler and the Nazi Party consolidated power in Germany** Uses evidence very effectively in an organized paragraph that shows an understanding of the topic.	**MARKS 6–8**

(8)
[50]

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SECTION B: ESSAY QUESTIONS

QUESTION 4: COMMUNISM IN RUSSIA 1900 TO 1940: STALIN'S INTERPRETATION OF MARXISM

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

SYNOPSIS

Candidates need to indicate whether they agree or disagree with the statement.
If they agree with the statement, they need to explain the effectiveness of Stalin's policies on the Soviet People.
If they disagree with the statement, they need to substantiate their argument with relevant historical evidence.

MAIN ASPECTS

INTRODUCTION

- Learners to take a line of argument and briefly discuss approach to be taken.
- Any other relevant introduction

ELABORATION

- Centralisation of Russian economy through Five year plans
- Establishment of state planning commission (Gosplan)
- Production targets for each Five-year plan
- Achievements of the Five year plans
  -Industrial growth outstripped Western countries
  -Russian became an industrial power by the outbreak of WW2
- Industrial growth was achieved at the cost of human lives
- Workers had to do forced labour, workers who failed to reach targets were fined
- Workers were pushed to achieve targets, those who reached targets were praised publicly
- Speed of industrialisation and high production targets put workers under tremendous pressure and they worked for long hours
- Absenteeism from work was punishable
- Working conditions were dangerous
- Wages were low
- Peasants and workers who migrated to towns and cities for jobs, stayed in overcrowded and rundown buildings
- Those who were opposed to collectivization were sent to concentration camps
- Any other relevant response

CONCLUSION

- Learners to tie up with a relevant conclusion **[50]**

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QUESTION 5: CAPITALIISM IN USA 1900 TO 1940: ROOSEVELT'S NEW DEAL.

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

SYNOPSIS

Candidates need to explain to what extent New Deal brought about relief from the economic hardships the American people were experiencing. They must use relevant historical evidence to support their line of argument.

MAIN ASPECTS

Candidates should include the following aspects in their response:

INTRODUCTION:

Candidates should take a stance by indicating to what extent New Deal brought about relief from the economic hardships the American people were experiencing. They should briefly indicate how they will support their line of argument.

ELABORATION

- Effects of the 1929 Great Depression – brief background
- Aims of the New Deal: Recovery, Reform and Relief
- Role of the Brains Trust

Relief of the unemployed and poverty-stricken

- Federal Emergency Relief Act: To provide food, clothing and shelter for the struggling masses
- The Civil Conservation Corps: To provide employment for men of 18-25 years old to build roads, erect dams, etc.
- The Public Works Administration: Empowered men in the construction of public works.
- The banking system was re-organised and the House Owners Loan Corporation was introduced.

Recover industry and agriculture

- The Agricultural Adjustment Administration: To control and fix prices of crops
- The Farm Credit Act: Granted fund to farmers to pay bonds on their properties and gave loans to farmers to purchase more efficient and modern equipment
- The Tennessee Valley Authority: Construction of dams, irrigation schemes, and hydro-electric power
- •The National Industrial Recovery Act: To assist business and industry: regulating industrial production, working hours, wages, labour standards, etc.

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Reform social and economic conditions

- The National Recovery Administration: To regulate good labour practice, set minimum wages and obtain maximum work hours from workers.
- The Work Progress Administration: Looked at the construction of dams, schools, homes, etc. Providing employment for millions of people.
- The Social Security Act: Provided unemployment insurance, old age pensions, etc.
- The Wagner Act: Provided trade unions with much support and permitted workers to join them.
- Any other relevant response

CONCLUSION

- Learners to tie up with a relevant conclusion **[50]**

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QUESTION 6: IDEAS OF RACE IN THE LATE 19th AND 20th CENTURIES: NAZI GERMANY AND THE HOLOCAUST.

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

SYNOPSIS

Learners should critically discuss how the Nazi Party targeted a wide range of racial, cultural, religious and political groups in their desire to create pure-bred master race in Germany.

MAIN ASPECTS

Learners should include the following aspects in their response:

- Introduction: Candidates should take a stance in critically discussing how and why the Nazi Party targeted a wide range of racial, cultural, religious and political groups in their desire to create pure-bred master race in Germany. They should also show how they will attempt the question.

ELABORATION

- Nazi's/Hitler's idea of 'pure race'
  Defining the German nation in relation to the 'other' races
  Applying eugenics and racial laws – purifying the nation
  Using forced sterilisation: Those with 'undesirable' genes were sterilised to prevent their genes from polluting the Aryan race Euthanasia – 'Operation T4'
  Concentration camps and death camps

Groups targeted by the Nazis

- Jews: anti-Semitism: They were blamed for Germany's defeat in World War One
- Jews businesses were attacked in an effort to drive them out of Germany
- The Kristallnacht: Jews property attacked, 91 Jewish were killed and more than
- 20 000 Jews were sent to concentration camps
- The Gypsies were accused to be criminals
- They were not allowed to marry Aryans
- They were sent to concentration or ghettoes where they died of starvation, gassed or even killed.
- Dark-skinned Germans: This included children who had parents of different races (children of black soldiers from Africa)
- These children were called the 'Rhineland bastards' and were sterilised
- 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

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- They will not allow their children to join Hitler's rallies
- They were thus sent to prison or concentration campsThey were prosecuted for refusing to serve in the German military forces (many were 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
- They were sent to concentration camps, castrated or even killed
- From persecution to mass murder: Final solution
- Creation of labour and extermination camps
- Any other relevant response

- Conclusion: Candidates should sum up their argument with a relevant **[50]**

TOTAL: 150

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HISTORY PAPER 1 – CAPS GRADE 11
QUESTION 1

	SKILLS										COGNITIVE LEVELS				CHALLENGES					
	EXTRACT EVIDENCE FROM SOURCES	SELECTION OF RELEVANT INFORMATION	EXPLANATIONS OF HISTORICAL CONCEPTS	EXPLAIN INFORMATION GATHERED FROM SOURCES	INTERPRETATION	ANALYSE EVIDENCE FROM SOURCES	INTERPRETATION AND EVALUATION	EVALUATE USEFULNESS; BIAS AND RELIABILITY	COMPARE AND CONTRAST DIFFERENT INTERPRETATIONS	ORGANISE EVIDENCE TO SUBSTANTIATE ARGUMENT	LEVEL 1	LEVEL 2	LEVEL 3	TOTAL	EASY	MEDIUM	DIFFICULT	PERCENTAGE	PERCENTAGE	PERCENTAGE
	TICKS INDICATE APPLICATION OF SKILLS										MARKS							L1	L2	L3
1.1.1			✓								2			2		✓				
1.1.2					✓							2		2		✓				
1.1.3	✓										2			2		✓				
1.1.4					✓							2		2		✓				
1.1.5							✓					4		4		✓				
1.2.1	✓										2			2		✓				
1.2.2	✓										3			3		✓				
1.2.3					✓							2		2		✓				
1.2.4								✓					4	4			✓			
1.3.1							✓					2		2		✓				
1.3.2							✓					4		4		✓				
1.4.									✓				4	4			✓			
1.5.1	✓										3			3		✓				
1.5.2					✓							2		2		✓				
1.5.3	✓										2			2		✓				
1.5.4					✓							2		2		✓				
1.6										✓			8	8			✓			
QUESTION 1 TOTAL											**14**	**20**	**16**	**50**				**28**	**40**	**32**

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HISTORY PAPER 1 – CAPS GRADE 11
QUESTION 2

	SKILLS										COGNITIVE LEVELS				CHALLENGES						
	EXTRACT EVIDENCE FROM SOURCES	SELECTION OF RELEVANT INFORMATION	EXPLANATIONS OF HISTORICAL CONCEPTS	EXPLAIN INFORMATION GATHERED FROM SOURCES	INTERPRETATION	ANALYSE EVIDENCE FROM SOURCES	INTERPRETATION AND EVALUATION	EVALUATE USEFULNESS; BIAS AND RELIABILITY	COMPARE AND CONTRAST DIFFERENT INTERPRETATIONS	ORGANISE EVIDENCE TO SUBSTANTIATE ARGUMENT	LEVEL 1	LEVEL 2	LEVEL 3	TOTAL	EASY	MEDIUM		PERCENTAGE	PERCENTAGE	PERCENTAGE	
	TICKS INDICATE APPLICATION OF SKILLS										MARKS							L1	L2		L3
2.1.1	✓										2			2		✓					
2.1.2			✓								2			2		✓					
2.1.3					✓							4		4		✓					
2.1.4							✓					4		4		✓					
2.1.5								✓					4	4			✓				
2.2.1	✓										2			2		✓					
2.2.2	✓										3			3		✓					
2.2.3							✓					4		4		✓					
2.3.4	✓										3			3		✓					
2.3.1	✓										2			2		✓					
2.3.2					✓							2		2		✓					
2.4									✓				4	4			✓				
2.5.1						✓						2		2							
2.5.2					✓							2		2							
2.6													8	8			✓				
QUESTION 2 TOTAL											**14**	**20**	**16**	**50**				**28**	**40**		**32**

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QUESTION 3

	SKILLS										COGNITIVE LEVELS				CHALLENGES						
	EXTRACT EVIDENCE FROM SOURCES	SELECTION OF RELEVANT INFORMATION	EXPLANATIONS OF HISTORICAL CONCEPTS	EXPLAIN INFORMATION GATHERED FROM SOURCES	INTERPRETATION	ANALYSE EVIDENCE FROM SOURCES	INTERPRETATION AND EVALUATION	EVALUATE USEFULNESS; BIAS AND RELIABILITY	COMPARE AND CONTRAST DIFFERENT INTERPRETATIONS	ORGANISE EVIDENCE TO SUBSTANTIATE ARGUMENT	LEVEL 1	LEVEL 2	LEVEL 3	TOTAL	EASY	MEDIUM		PERCENTAGE	PERCENTAGE	PERCENTAGE	
	TICKS INDICATE APPLICATION OF SKILLS										MARKS							L1	L2		L3
3.1.1	✓										2			2		✓					
3.1.2			✓								2			2		✓					
3.1.3	✓										2			2		✓					
3.1.4							✓					4		4		✓					
3.2.1	✓										2			2		✓					
3.2.2	✓										2			2		✓					
3.2.3					✓							4		4		✓					
3.2.4							✓					4		4		✓					
3.2.5								✓					4	4			✓				
3.3.1					✓							4		4		✓					
3.3.2	✓										2			2		✓					
3.3.3									✓				4	4			✓				
3.4.1	✓										2			2		✓					
3.4.2					✓							4		4		✓					
3.5													8	8			✓				
QUESTION 3 TOTAL											**14**	**20**	**16**	**50**				**28**	**40**		**32**

HISTORY PAPER 1 – CAPS GRADE 11
QUESTION 4, 5, 6

Question																					
4										✓			**50**	**50**			✓				
5										✓			**50**	**50**			✓				
6													**50**	**50**			✓				

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