



Province of the  
**EASTERN CAPE**  
EDUCATION

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 11**

**NOVEMBER 2011**

**HISTORY P1  
MEMORANDUM**

**MARKS: 150**

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This memorandum consists of 22 pages.

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## SOURCE-BASED QUESTIONS

- 1.1 The following Learning Outcomes and Assessment standards were used to assess candidates in this question paper:

LEARNING OUTCOMES	ASSESSMENT STANDARDS
<b>Learning Outcome 1</b>  <b>(Historical enquiry)</b>	The ability of the learner to: <ol style="list-style-type: none"> <li>1. Formulate questions to analyse concepts for investigation within the context of what is being studied. <b>(Not for examination purposes.)</b></li> <li>2. Access a variety of relevant sources of information in order to carry out an investigation. <b>(Not for examination purposes)</b></li> <li>3. Interpret and evaluate information and data from sources.</li> <li>4. <b>Engage with sources of information evaluating the usefulness of the sources for the task, including stereotypes, subjectivity and gaps in the evidence available to the learners.</b></li> </ol>
<b>Learning Outcome 2</b>  <b>(Historical concepts)</b>	<ol style="list-style-type: none"> <li>1. Analyse historical concepts as social constructs.</li> <li>2. Examine and explain the dynamics of changing power relations within the societies studied</li> <li>3. Compare and contrast interpretations and perspectives of events, people's actions and changes in order to draw independent conclusions about the actions or events.</li> </ol>
<b>Learning Outcome 3</b>  <b>(Knowledge construction and communication)</b>	<ol style="list-style-type: none"> <li>1. Identify when an interpretation of statistics may be controversial and engage critically with the conclusions presented by the data.</li> <li>2. Synthesise information to construct an original argument using evidence to support the argument</li> <li>3. Sustain and defend a coherent and balanced argument with evidence provided and independently accessed.</li> <li>4. Communicate knowledge and understanding in a variety of ways including discussion (written and oral), debate, creating a piece of historical writing using a variety of genres, research assignments, graphics and oral presentation.</li> </ol>

**1.2 The following levels of questions were used to assess source-based questions:**

<b>LEVELS OF SOURCE-BASED QUESTIONS</b>	
<b>LEVEL 1 (L1)</b>	<ul style="list-style-type: none"><li>• Extract relevant information and data from the sources.</li><li>• Organise information logically.</li><li>• Explain historical concepts.</li></ul>
<b>LEVEL 2 (L2)</b>	<ul style="list-style-type: none"><li>• Categorise appropriate or relevant source of information provided to answer the questions raised.</li><li>• Analyse the information and data gathered from a variety of sources.</li><li>• Evaluate the sources of information provided to assess the appropriateness of the sources for the task.</li></ul>
<b>LEVEL 3 (L3)</b>	<ul style="list-style-type: none"><li>• Interpret and evaluate information and data from the sources.</li><li>• Engage with sources of information evaluating the usefulness of the sources for the task taking into account stereotypes, subjectivity and gaps in the evidence available.</li><li>• Analyse historical concepts as social constructs.</li><li>• Examine and explain the dynamics of changing power relations within the aspects of societies studied.</li><li>• Compare and contrast interpretations and perspectives of peoples' actions or events and changes to draw independent conclusions about the actions or events.</li><li>• Identify when an interpretation of statistics may be controversial and engage critically with the conclusions presented by the data.</li></ul>

**1.3 The following table indicates how to assess source-based questions:**

<ul style="list-style-type: none"><li>• In the marking of source-based questions credit needs to be given to any other valid and relevant viewpoints, arguments, evidence or examples.</li><li>• In the allocation of marks, emphasis should be placed on how the requirements of the question have been addressed.</li><li>• 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 <i>italics</i>.</li></ul>
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## 2. EXTENDED WRITING

### 2.1 LEVELS OF QUESTIONS

#### Level 1

- Discuss or describe according to a given line of argument set out in the extended writing question.
- Plan and construct an argument based on evidence, using the evidence to reach a conclusion.

#### Level 2

- Synthesise information to construct an original argument using evidence to support the argument.
- Sustain and defend a coherent and balanced argument with evidence.
- Write clearly and coherently in constructing the argument.

### 2.2 Marking of extended writing

- **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 EXTENDED WRITING MARKING GUIDELINE.**
- **IN ASSESSING THE OPEN-ENDED SOURCE-BASED QUESTIONS CANDIDATES SHOULD BE GIVEN CREDIT FOR ANY OTHER RELEVANT RESPONSE.**

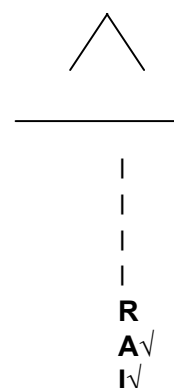
#### **Global assessment of extended writing**

The extended writing will be assessed holistically (globally). This approach requires the educator 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 extended writing 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

**Assessment procedures of extended writing**

1. Keep the synopsis in mind when assessing extended writing.
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.
3. The following additional symbols can also be used:
  - introduction, main aspects and conclusion not properly contextualised
  - wrong statement
  - irrelevant statement
  - repetition
  - analysis
  - interpretation



## 4. The matrix

## 4.1 Use of analytical matrix in the marking of extended writing (refer to page 6)

In the marking of extended writing with reference to page 6 the given criteria shown in the matrix should be used. In assessing the extended writing note should be taken of 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.

- 4.1.1 The first reading of extended writing 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	

- 4.1.2 The second reading of extended writing will relate to the level (on the matrix) of **presentation**.

C	LEVEL 4	
P	LEVEL 5	

- 4.1.3 Allocate an overall mark with the use of the matrix.

C	LEVEL 4	18 – 19
P	LEVEL 5	

## 4.2 Use of holistic rubric in the marking of extended writing (refer to page 7)

The given rubric, which takes into account both content and presentation, should be used in the marking of extended writing.

C & P	LEVEL 5	18 – 20
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**GRADE 11 EXTENDED WRITING ANALYTIC MATRIX: TOTAL MARKS: 30**

	<b>LEVEL 7</b> Very well planned and structured. Good synthesis of information. Constructed an argument. Well-balanced argument. Sustained and defended the argument throughout.	<b>LEVEL 6</b> Well planned and structured. Synthesis of information. Constructed an original argument. Well-balanced, independent argument. Sustained and defended the argument.	<b>LEVEL 5</b> Writing structured. Constructed a clear argument. Conclusions drawn from evidence. Evidence used to support argument. Reached independent conclusion. Evidence used to support conclusion.	<b>LEVEL 4</b> Planned and constructed an argument. Evidence used to support. Reached independent conclusion. Conclusion not clearly supported by evidence.	<b>LEVEL 3</b> Planned and constructed an argument. Evidence used to support argument. Conclusion reached based on evidence. Writing structured.	<b>LEVEL 2</b> Attempted to structure the answer. Largely descriptive/some attempt at developing an argument.	<b>LEVEL 1</b> Little analysis and historical explanation. No structure.
<b>PRESENTATION</b>							
<b>CONTENT</b>							
<b>LEVEL 7</b> Question has been fully answered. Content selection fully relevant to line of argument.	27 – 30	24 – 26					
<b>LEVEL 6</b> Question has been answered. Content selection relevant to a line of argument.	24 – 26	23	21 – 22				
<b>LEVEL 5</b> Question answered to a great extent. Content adequately covered and relevant.		21 – 22	20	18 – 19			
<b>LEVEL 4</b> Question recognizable in answer. Some omissions/irrelevant content selection.			18 – 19	17	15 – 16		
<b>LEVEL 3</b> Content selection does not always relate. Omissions in coverage.				15 – 16	14	12 – 13	
<b>LEVEL 2</b> Sparse content. Question inadequately addressed.					12 – 13	11	9 – 10
<b>LEVEL 1</b> Question not answered. Inadequate content. Totally irrelevant.						9 – 10	0 – 8

**GRADE 11 HOLISTIC RUBRICS TO ASSESS EXTENDED WRITING (SUCH AS ESSAY USING SOURCES, REPORT, NEWSPAPER ARTICLE, ETC.)**

LEVEL	If the candidate has demonstrated <b>all or most of the skills listed in a particular level, she/he will be awarded a mark relevant to the category.</b>
<b>7</b> <b>Outstanding</b> <b>80 – 100%</b> <b>24 – 30</b>	Consistently focuses on topic – demonstrates a logical and coherent progress towards a conclusion Clearly comprehends the sources Uses all or most of the sources Selects relevant sources Quotes selectively Groups sources (not essential but should not merely list sources) Demonstrates a setting of sources in background understanding If appropriate, deals fully with counter-argument Refers appropriately to relevancy, bias, accuracy, limitation of sources Expresses him/herself clearly Concludes essay with clear focus on topic – takes a stand (i.e. reaches an independent conclusion)
<b>6</b> <b>Meritorious</b> <b>70 – 79%</b> <b>21 – 23</b>	Makes a good effort to focus consistently on the topic but, at times, argument loses some focus Clearly comprehends the sources Uses all or most of the sources Selects relevant sources Quotes selectively Perhaps, lacking some depth of overall focuses, or does not make reference to one or more relevant Source. If appropriate, makes an attempt to consider counter-argument Rather superficial or no attempt to refer to relevancy, bias, accuracy, limitation of sources Expression good Concludes essay with clear focus on topic – takes a stand (i.e. reaches an independent conclusion)
<b>5</b> <b>Substantial</b> <b>60 – 69%</b> <b>18 – 20</b>	Makes an effort to focus on the topic but argument has lapses in focus Comprehends most of the sources Uses most of the sources Selects relevant sources Good use of relevant evidence from the sources Good attempt to consider counter-argument Good attempt to refer to relevancy, bias, accuracy, limitation of Source Expression good but with lapses Does not make an altogether convincing attempt to take a stand (i.e. limitations in reaching an independent conclusion)
<b>4</b> <b>Moderate</b> <b>50 – 59%</b> <b>15 – 17</b>	Makes an effort to focus on the topic but argument has many lapses in focus Adequate comprehension of most of the sources Adequate use of relevant evidence from the sources Adequate attempt to consider counter-argument Adequate attempt to refer to relevancy, bias, accuracy, limitation of sources Expression adequate Makes an attempt to take a stand but there are serious inconsistencies with making links with the rest of the essay Essay might have a tendency to list sources and “tag” on focus
<b>3</b> <b>Adequate</b> <b>40 – 49%</b> <b>12 – 14</b>	Poor attempt to focus on the topic Little comprehension of the sources Struggles to select relevant information from the sources No quotes – or generally irrelevant Makes no effort to consider counter-argument – or exceptionally weak attempt Easily characterized by listing of sources No attempt to refer to relevancy, bias, accuracy of sources Expression poor Makes a very poor attempt to take a stand (i.e. battles to reach an independent conclusion)
<b>2</b> <b>Elementary</b> <b>30 – 39%</b> <b>09 – 11</b>	Uses only one or two sources Unable to identify relevant sources No quotes – or generally irrelevant Makes no effort to consider counter-argument Essay characterized by listing of sources No attempt to refer to relevancy, bias, accuracy of sources Expression very poor Makes a very poor attempt to take a stand – if at all
<b>1</b> <b>Not Achieved</b> <b>0 – 29%</b> <b>0 – 8</b>	No attempt to focus on the topic Uses no sources Completely irrelevant Answer extremely poor Sources copied without relevance

**QUESTION 1      WHY DID LENIN IMPLEMENT THE NEW ECONOMIC POLICY?**

- 1.1    1.1.1    [*Interpretation and analysis of information from Source 1A – L3 – LO1 (AS3&4) LO2 (AS3); LO3 (AS2)*]  
• To help the Whites against the Central Powers during WW1  
(Any 1x2)    (2)
- 1.1.2    [*Interpretation of evidence from Source 1A – L2 – LO2 (AS3); LO3 (AS2)*]  
(a)    Nationalisation  
• Bringing all industries under state control  
• Any other relevant response    (Any 1x2)    (2)  
(b)    Communism  
• State ownership over economy  
• Any other relevant response    (Any 1x2)    (2)
- 1.1.3    [*Interpretation of evidence from Source 1A – L2 – LO2 (AS3); LO3 (AS2)*]  
• Introduction of war communism  
• The Cheka instilled fear amongst the people  
• Trotsky's organisation of the Red Army  
• Any other relevant response    (Any 2x2)    (4)
- 1.1.4    [*Interpretation and analysis of information from Source 1A – L3 – LO1 (AS3&4) LO2 (AS3); LO3 (AS2)*]  
• Justified: People opposed communism  
• Lenin not an elected leader  
• People wanted capitalism  
• Not Justified: Was a Russian domestic problem  
• West had no right to intervene in Russian domestic affairs  
• Any other relevant response    (Any 2x2)    (4)
- 1.2    1.2.1    [*Interpretation, analysis and synthesis of evidence from Source 1B- L3 –; LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)*]  
• All produce was taken by Red Army  
• Grain was rationed  
• All produce was given to Red Army to win Civil War  
• Farmers resorted to subsistence farming  
• Any other relevant response    (Any 2x2)    (4)
- 1.2.2    [*Interpretation, analysis and synthesis of evidence from Source 1B- L3 –; LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)*]  
• Lenin abandoned War communism  
• Lenin introduced his NEP  
• Any other relevant response    (Any 1x2)    (2)



- 1.3 1.3.1 [*Interpretation, analysis and synthesis of evidence from Source 1C-L3 –; LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)*]
- Poverty and ruin of Russian population
  - Starvation – almost 5 million people died of starvation
  - Lenin became unpopular
  - War communism led to peasant uprisings
  - Any other relevant response (Any 2x2) (4)
- 1.3.2 [*Interpretation, analysis and synthesis of evidence from Source 1C-L3 –; LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)*]
- There must be a certain amount of freedom to trade
  - Freedom for the small private owner (Any 1x1) (1)
- 1.3.3 [*Interpretation, analysis and synthesis of evidence from Source 1C-L3 –; LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)*]
- Had to produce fixed quota for state
  - Surplus could be sold on open market
  - Hired labourers
  - Leased additional land
  - Freedom to trade
  - Freedom for the small private owner
  - Any relevant answer (Any 2x2) (4)
- 1.3.4 [*Interpretation, analysis and synthesis of evidence from Source 1C-L3 –; LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)*]
- He was implying that he only abandoned War communism to strengthen Communism
  - Any other relevant response (Any 1x3) (3)
- 1.4 1.4.1 [*Extraction and Interpretation of information from Source 1D– L3 LO1 (AS3&4) LO2 (AS3); LO3 (AS2)*]
- Russian involvement in World War One
  - Russian Revolution (Any 1x1) (1)
- 1.4.2 [*Comparison of evidence from Source – L3 – L2 (AS4); LO2&3 (AS3)*]
- Russia involved in a Civil war
  - War Communism resulted in farmers practising subsistence farming
  - Any other relevant response (Any 2x2) (4)
- 1.4.3 [*Interpretation, analysis and synthesis of evidence from all sources – L3– LO1 (AS3 and 4), LO2 (AS1, 2, 3) LO3 (AS 1, 2, 3, 4)*]
- Farmers allowed to sell grain on open market
  - Capitalist incentives inspired them to produce more
  - War communism led to poverty
  - War communism led to low produce
  - Any other relevant response (Any 1x2) (2)

1.5 [Interpretation, analysis and synthesis of evidence from all sources – L3–  
LO1 (AS3 and 4), LO2 (AS1, 2, 3) LO3 (AS 1, 2, 3, 4)]

- Peasant allowed owning land privately
- Peasants could hire workers
- Peasants could lease land
- Peasants could over produce
- Peasants sold surplus on open market
- Peasants became rich known as kulaks
- Capitalist features encouraged production
- Incentives encouraged production
- Poverty eliminated
- More food produced
- Any other relevant answer

(6)

Use the following rubric to allocate a mark:

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g. <b>shows little or no understanding of</b> how Lenin's NEP gained the support of the peasants</li> <li>• Uses evidence partially to report on topic or cannot report on topic</li> </ul>	<b>MARKS: 0 – 2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic e.g. <b>shows an understanding of</b> how Lenin's NEP gained the support of the peasants.</li> <li>• Uses evidence in a very basic manner</li> </ul>	<b>MARKS: 3 – 4</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence e.g. <b>demonstrates a thorough understanding of</b> how Lenin's NEP gained the support of the peasants.</li> <li>• Evidence relates well to the topic</li> <li>• Uses evidence very effectively in an organized paragraph that shows an understanding of the topic</li> </ul>	<b>MARKS: 5 – 6</b>

- 1.6 1.6.1 [*Plan and construct an argument based on evidence using analytical and interpretative skills – L1 – LO1 (AS 3 and 4); LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)*]

### **SYNOPSIS**

Candidates need to focus on the civil war, war communism and the New Economic Policy.

### **MAIN ASPECTS**

Candidates should include the following aspects in their response:

#### **Introduction:**

Candidates should indicate whether they agree with statement or not.

#### **Elaboration:**

- Civil War
- Reds versus Whites
- Implementation of War Communism
- Failure of War Communism
- Peasant uprisings and revolts.
- Introduction of NEP
- Implementation of NEP: Agriculture
- Implementation of NEP: Industries
- Foreign trade

#### **Conclusion:**

Candidates need to tie up the argument

**Use the analytical matrix (page 6) to assess this extended writing.**

(30)

- 1.6.2 [Synthesize information to construct an original argument using evidence from the sources and own knowledge to support the argument – L2 – LO1 (AS 3 and 4); LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)]

### **SYNOPSIS**

The article should include an introduction, main aspects and conclusion.

In writing the article, candidates need to make an evaluation of this statement. In taking a particular line of argument, the accuracy of the statement needs to be supported with relevant evidence.

### **MAIN ASPECTS**

Candidates should include the following aspects in their response:

#### **Introduction:**

Candidates should focus on the Bolsheviks and the introduction of communism in Russia between 1917 – 1921.

#### **Elaboration:**

In writing this article, candidates need to include the following points:

- Background information (The Russian Revolution)
- Civil war a act to stop the spread of communism
- War communism a policy to retain communism
- Successes of War communism – Defeat of White Army
- Shortcomings of War communism – communism under threat
- Introduction of NEP as **compromise to save communism**
- Compromise: Agriculture
- Compromise: Industries
- Improvement of economy
- NEP successful in retaining Bolshevik rule

#### **Conclusion:**

Candidates need to tie up the argument

**Use the analytical matrix (page 7) to assess this extended writing.**

(30)  
[75]

**QUESTION 2      WHAT WERE THE CAUSES OF THE GREAT DEPRESSION?**

- 2.1    2.1.1    [*Extraction of evidence from Source 2A – L1 – LO1 (AS3) and Interpretation of evidence from Source 2A – L2 – LO2 (AS3); LO2 (AS2)*]
- (a)    Laissez-faire
- Policy of non-interference in economy
  - Any other relevant response (Any 1x2) (2)
- (b)    Capitalism
- Economic system based on private ownership
  - Any other relevant response (Any 1x2) (2)
- 2.1.2    [*Interpretation of evidence from Source 2A – L2 – LO2 (AS3); LO2 (AS2)*]
- Share is a piece of a company
  - Citizens bought shares on the margin (borrowed money from banks)
  - When share prices increased, they sold the shares and repaid the bank
  - Any other relevant response (Any 2x2) (4)
- 2.1.3    [*Extraction and interpretation of evidence from Source 2A – L2 – LO1 (AS3)*]
- Government allowed business to sort itself out
  - No protection for millions of ordinary citizens
  - Share prices were manipulated (Any 1x2) (2)
- 2.1.4    [*Interpretation of evidence from Source 2A – L1 – LO1 (AS3&4)*]
- By forming monopolies (1x2) (2)
- 2.1.5    [*Interpretation and analysis of evidence from Source 2C – L3 – LO1 (AS3); LO2 (AS3)*]
- Banks supply loans to people
  - Banks also invest in other projects
  - Banks charge interest on these loans
  - Banks receive a monthly or weekly instalment
  - Any other relevant response (Any 2x2) (4)
- 2.2    2.2.1    [*Interpretation of evidence from Source 2B – L1 – LO1 (AS3&4)*]
- Emphasis was on mass production
  - More goods were produced than what consumers could buy
  - Wages never increased – people could not buy these products
  - Production exceeded demand
  - Led to layoff of workers
  - Companies closed down
  - Any other relevant response (Any 2x2) (4)

- 2.2.2 [Interpretation of evidence from Source 2B – L1 – LO1 (AS3&4)]
- Workers were exploited
  - Companies wanted to maximise their profits by keeping wages low
  - Any other relevant response (Any 1x1) (1)
- 2.2.3 [Extraction of evidence from Source 2B – L2 – LO1 (AS3&4)]
- Rich
  - Poor (2x1) (2)
- 2.3 2.3.1 [Extraction of evidence from Source 2C – L1 – LO1 (AS3)]
- Agriculture (Farms)
  - Industries (Factories) (Any 2x1) (2)
- 2.3.2 [Interpretation and analysis of evidence from Source 2C – L3 – LO1 (AS3); LO2 (AS3)]
- Farmers saddled with surplus products after the Boom
  - American farmers made lots of money during WW1 by supplying Europe
  - 1920s European economies started to produce again
  - European countries put high taxes on US agricultural products
  - US farmers could not sell their products
  - Any other relevant response (Any 2x2) (4)
- 2.3.3 [Comparison of evidence from Source 2B and 2C – L3 – LO1 (AS3); LO2 (AS3)]
- Source 2C shows decline in agricultural production as a result of the false underpinnings of the Boom era as seen in Source 2B
  - Source 2B and C show the hardships experienced by farmers and ordinary workers as a result of the failure of capitalism
  - Any other relevant response (Any 2x2) (4)
- 2.4 2.4.1 [Interpretation of evidence from Source 2D – L1 – LO1 (AS3)]
- Boom-era (1x1) (1)
- 2.4.2 [Interpretation and analysis of information from Source 2D – L3 – LO1 (AS3&4) LO2 (AS3); LO3 (AS2)]
- Wall Street Stock market crashed
  - Share prices dropped drastically
  - People rushed to sell shares – panic sales
  - Start of the Great Depression
  - Any other relevant response (Any 2x2) (4)
- 2.4.3 [Interpretation and analysis of information from Source 2D – L3 – LO1 (AS3&4) LO2 (AS3); LO3 (AS2)]
- Wall Street crash led to Great Depression (1x1) (1)

2.5 [Interpretation, analysis and synthesis of evidence from all sources – L3 – LO1 (AS3 and 4), LO2 (AS1, 2, 3) LO3 (AS 1, 2, 3, 4)] (6)

- Policy of non intervention gave businesses right to control business
- Big businesses manipulated prices and kept wages low.
- Government kept personal taxes low to increase spending
- Government imposed high taxes on imported goods
- This led to uncompetitive business behaviour
- This led to over production
- This led to an imbalance between demand and supply
- When European countries recovered they imposed high tariffs on US products
- American farmers and businesses were saddled with products that they could not sell
- Hence they laid off workers or closed down

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner i.e. <b>shows no or little understanding how government policy contributed to the decline of farmers and ordinary workers</b></li> <li>• Uses evidence partially to report on topic or cannot report on topic</li> </ul>	MARKS: 0 – 2
LEVEL 2	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic.</li> <li>• <b>Shows some understanding how government policy contributed to the decline of farmers and ordinary workers</b></li> <li>• Uses evidence in a very basic manner</li> </ul>	MARKS: 3 – 4
LEVEL 3	<ul style="list-style-type: none"> <li>• <b>Uses relevant evidence that shows a thorough understanding of how government policy contributed to the decline of farmers and ordinary workers</b></li> <li>• Evidence relates well to the topic</li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic</li> </ul>	MARKS: 5 – 6

- 2.6 2.6.1 [Plan and construct an argument based on evidence using analytical and interpretative skills - L1 – LO1 (AS3 and 4); LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)]

### **SYNOPSIS**

Candidates should state whether the statement is valid by either agreeing or disagreeing with it.

### **MAIN ASPECTS**

Candidates should include the following aspects in their response:

#### **Introduction:**

Candidates should outline the causes of the Great Depression.

#### **Elaboration:**

- Boom
- Government policy of Non interference
- Agricultural problems
- Unequal distribution of wealth
- Over-production
- Trusts
- Supply exceeded demand
- Over-valued shares and speculation
- The crash of the stock market

#### **Conclusion:**

Candidates need to tie up the argument

**Use the analytical matrix (page 6) to assess this extended writing.**

(30)



- 2.6.2 [Synthesize information to construct an original argument using evidence from the sources and own knowledge to support the argument – L2 – LO1 (AS3 and 4); LO2 (AS1, 2 and 3); LO3 (AS1, 2, 3 and 4)]

### **SYNOPSIS**

Candidates should write an article outlining the weaknesses of the US economy.

### **MAIN ASPECTS**

Candidates should include the following aspects in their response:

#### **Introduction:**

Candidates should focus on the causes of the Great Depression.

#### **Elaboration:**

- Boom
- Government policy of Non interference
- Agricultural problems
- Unequal distribution of wealth
- Over-production
- Trusts
- Supply exceeded demand
- Over-valued shares and speculation
- The crash of the stock market
- Any other relevant response

#### **Conclusion:**

Candidates need to tie up the argument

**Use the analytical matrix (page 7) to assess this extended writing.**

(30)  
**[75]**

### QUESTION 3 WHAT FACTORS LED TO THE RISE OF AFRIKANER NATIONALISM?

- 3.1 3.1.1 [*Extraction of evidence from Source 3A – L1 – LO1 (AS3)*]  
 • English and Dutch who inhabited living  
 • Any other relevant response (Any 1x2) (2)
- 3.1.2 [*Extraction, Interpretation and evaluation of information from Source 3A – L3 – LO1 (AS3&4); LO2 (AS2&3)*]  
 • To eradicate the Dutch and English identities (1x1) (1)
- 3.1.3 [*Interpretation of evidence from Source 3A – L2 – LO3(AS3&4)*]  
 • No English resented the term  
 • Any other relevant response (Any 1x2) (2)
- 3.1.4 [*Interpretation of evidence from Source 3A – L3 – LO3 (AS3&4)*]  
 • Had attachment to the crown  
 • Union Jack  
 • Cultural links with Britain  
 • Any other relevant response (Any 1x2) (2)
- 3.1.5 [*Comparison, Interpretation and analysis of Sources L1 – L3 (AS3&4)*]  
 • To further duty and interests of own country  
 • English loyal to Britain and not to SA  
 • Any relevant response (Any 2x2) (4)
- 3.2 3.2.1 [*Interpretation of evidence from Source 3B – L2 – LO1 (AS3&4)*]  
 • To force Afrikaners to submit  
 • Any other relevant response (Any 1x2) (2)
- 3.2.2 [*Interpretation and analysis of evidence from Source 3B – L1 – L3(AS3&4)*] [– L1 – LO2 (AS1)]  
 • Yes - to win the war  
 • to counter the hit and run tactics used by the Boer's tactics  
 • No - women and children were civilians  
 • - violated the human rights of people  
 • Any other relevant response (Any 2x2) (4)
- 3.2.3 [*Interpretation and analysis of evidence from Source 3B – L1 – L3 (AS3&4)*] [– L1 – LO2 (AS1)]  
 • Bitterness towards the British  
 • Hatred towards the British  
 • Afrikaners wanted to govern themselves  
 • Afrikaners wanted to be free from British rule  
 • Any other relevant response (Any 2x2) (4)

- 3.3 3.3.1 [*Interpretation of evidence from Source 3C – L2 – LO1 (AS3&4)*]  
 • Movement of Afrikaner Trekkers from the Cape to Transvaal and Orange Free State  
 • Any other relevant response (Any 1x2) (2)
- 3.3.2 [*Interpretation of evidence from Source 3C – L2 – LO1 (AS3&4)*]  
 • To mould Afrikaner identity  
 • Any other relevant response (Any 1x2) (2)
- 3.3.3 [*Interpretation, analysis and synthesis of evidence from all sources – L3– LO1 (AS3 and 4), LO2 (AS1, 2, 3) LO3 (AS 1, 2, 3, 4)*]  
 • Cape Town (Cape Colony) was a British colony  
 • North refers to territories not occupied by the British  
 • Trekkers wanted to govern themselves  
 • Trekkers wanted to be free from British rule  
 • Any other relevant response (Any 2x2) (4)
- 3.3.4 [*Compare and contrast sources L3 – LO3 AS3&4*]  
 • Written source mentions Great Trek  
 • Visual source shows the Great Trek  
 • Voortrekker clothes  
 • White men and women  
 • Any other relevant response (Any 1x2) (2)
- 3.3.5 [*Interpretation, analysis and synthesis of evidence from Source 3C – L3– LO1 (AS3 and 4), LO2 (AS1, 2, 3) LO3 (AS 1, 2, 3, 4)*]  
 • They were not seen as Afrikaners  
 • They were non-whites  
 • They did not speak Afrikaans  
 • They did not share the same cultural values  
 • Any other relevant response (Any 2x2) (4)
- 3.4 3.4.1 [*Interpretation, analysis and synthesis of evidence from Source 3D – L3– LO1 (AS3 and 4), LO2 (AS1, 2, 3) LO3 (AS 1, 2, 3, 4)*]  
 • To keep the economy running during the war  
 • Many whites were conscripted to fight in the war and had to leave their job  
 • Any other relevant response (Any 1x2) (2)
- 3.4.2 [*Interpretation, analysis and synthesis of evidence from Source 3D – L3– LO1 (AS3 and 4), LO2 (AS1, 2, 3) LO3 (AS 1, 2, 3, 4)*]  
 • Whites wanted job security  
 • Whites wanted job preference  
 • Whites felt threatened by black competition  
 • NP favoured racial policies  
 • SAP did not protect white labour  
 • Any other relevant response (Any 2x1) (2)

3.5 [Interpretation, analysis and synthesis of evidence from all Sources – L3-LO1 (3 and 4) LO2 (AS1, 2, 3) LO3 (1, 2, 3, 4)]

- Nationalism is a power that leads to seeking self-government
- People with the same language, culture and colour wanting to govern themselves
- Afrikaners against English-speaking whites as a result of their relationship to Britain
- Afrikaner nationalism does not include non-whites
- Hatred towards Britain comes from Anglo Boer War
- Strong nationalism by symbolic anniversary of Great Trek in 1938
- Celebrations enjoy widespread support and strengthen nationalism
- Party favours Afrikaners in their economic and political policies
- Nationalism binds people of the same culture, language and race
- Afrikaner wanted to govern themselves

(6)

Use the following rubric to allocate a mark:

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g. <b>shows no or little understanding of Afrikaner nationalism</b></li> <li>• Uses evidence partially to report on topic or cannot report on topic</li> </ul>	<b>MARKS: 0 – 2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic e.g. <b>shows some understanding of Afrikaner nationalism</b></li> <li>• Uses evidence in a very basic manner</li> </ul>	<b>MARKS: 3 – 4</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence e.g. <b>shows a thorough understanding of Afrikaner nationalism</b></li> <li>• Evidence relates well to the topic Uses evidence very effectively in an organized paragraph that shows an understanding of the topic</li> </ul>	<b>MARKS: 5 – 6</b>

- 3.6 3.6.1 [Plan and construct an argument based on evidence using analytical and interpretative skills – L1 – LO1 (AS3 & 4); LO2 (AS1, 2 & 3); LO3 (AS1, 2, 3 & 4)]

### **SYNOPSIS**

Candidates should explain the different factors that led to the rise of Afrikaner Nationalism.

### **MAIN ASPECTS**

Candidates should include the following aspects in their response:

#### **Introduction:**

Candidates should give an explanation of Afrikaner Nationalism.

#### **Elaboration:**

- Cape under Dutch rule
- Cape under British rule
- British language policy
- Great Trek
- Anglo-Boer War
- Formation of OFS and TVL
- Rebellion
- Formation of National Party
- Civilized Labour Policy
- Constitutional Development
- Centenary celebrations 1938
- Effect of World War Two of Afrikaner politics
- NP and Apartheid

#### **Conclusion:**

Candidates need to tie up the argument

**Use the analytical matrix (page 6) to assess this extended writing.**

(30)

- 3.6.2 [Synthesise information to construct an original argument using evidence from the sources and own knowledge to support the argument – L2 – LO1 (AS 3 & 4); LO2 (AS1, 2 & 3); LO3 (AS1, 2, 3 & 4)]

### **SYNOPSIS**

In writing the article, candidates must show how Afrikaner nationalism discriminated against or excluded other racial groups.

### **MAIN ASPECTS**

Candidates should include the following aspects in their response:

#### **Introduction:**

Candidates should give a brief explanation of Afrikaner nationalism.

#### **Elaboration:**

- Cape under Dutch rule (Blacks first inhabitants)
- Cape under British rule
- British language policy
- Great Trek
- Anglo-Boer War (Blacks participated in war hoping to get freedom)
- Formation of OFS and TVL (Racial policies against Blacks)
- Rebellion
- Formation of National Party (Non-whites excluded)
- Civilized Labour Policy (economic discrimination against Blacks)
- Constitutional Development
- Centenary celebrations 1938 (Non-whites excluded)
- Effect of World War Two of Afrikaner politics (No political rights)
- NP and Apartheid (Legal segregation and discrimination)

#### **Conclusion:**

Candidates need to tie up the argument

**Use the analytical matrix (page 7) to assess this extended writing.**

(30)  
[75]

**TOTAL: 150**