



Province of the  
**EASTERN CAPE**  
EDUCATION

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 11**

**NOVEMBER 2020**

**HISTORY P1  
MARKING GUIDELINE  
EXEMPLAR**

**MARKS: 100**

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This marking guideline consists of 17 pages.

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## 1. SOURCE-BASED QUESTIONS

### 1.1 The following cognitive levels were used to develop source-based questions:

COGNITIVE LEVELS	HISTORICAL SKILLS	WEIGHTING OF QUESTIONS
<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>Extract evidence from sources.</li> <li>Selection and organisation of relevant information from sources.</li> <li>Define historical concepts/terms.</li> </ul>	<b>30% (14)</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>Interpretation of evidence from the sources.</li> <li>Explain information gathered from the sources.</li> <li>Analyse evidence from the sources.</li> </ul>	<b>40% (26)</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>Interpret and evaluate evidence from sources.</li> <li>Engage with sources to determine its usefulness, reliability, bias and limitations.</li> <li>Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions.</li> </ul>	<b>30% (10)</b>

### 1.2 The information below indicates how source-based questions are assessed:

- In the marking of source-based questions credit needs to be given to any other valid and relevant viewpoints, arguments, evidence or examples.
- In the allocation of marks emphasis should be placed on how the requirements of the question have been addressed.
- In the marking guideline, the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.
- When assessing open-ended source-based questions, learners should be credited for any relevant answers.
- Learners are expected to take a stance when answering 'to what extent' questions in order for any marks to be awarded.

### 1.3 Assessment procedures for source-based questions

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

**Paragraph question**

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

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

\_\_\_\_\_ . \_\_\_\_\_ . \_\_\_\_\_  
 \_\_\_\_\_ . \_\_\_\_\_ . \_\_\_\_\_ ✓✓✓✓ Level 2

Used mostly relevant evidence to write a basic paragraph

- Count all the ticks for the source-based question and then write the mark on the right-hand bottom margin e.g.

32  
50

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

## 2. ESSAY QUESTIONS

### 2.1 The essay questions require candidates to:

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

### 2.2 Marking of essay questions

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

## 2.3 Global assessment of the essay

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

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

## 2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing the essay.

2.4.2 During the reading of the essay ticks need to be awarded for a relevant introduction (indicated by a bullet in the marking guideline/memorandum), each of the main points/aspects that is properly contextualised (also indicated by bullets in the marking guideline/memorandum) and a relevant conclusion (indicated by a bullet in the marking guideline/memorandum) e.g. in an answer where there are 5 main points there will be 7 ticks.

2.4.3 Keep the **PEEL** structure in mind when assessing an essay.

<b>P</b>	<b>Point:</b> The candidate introduces the essay by taking a line of argument/making a major point.
<b>E</b>	<b>Explanation:</b> The candidate should explain in more detail what the main point is all about and how it relates to the question posed (line of argument).
<b>E</b>	<b>Example:</b> The candidates should answer the question by selecting content that is relevant to the line of argument. Relevant examples should be given to sustain the line of argument.
<b>L</b>	<b>Link:</b> Candidates should ensure that the line of argument is sustained throughout the essay and is written coherently.

2.4.4 The following symbols MUST be used when assessing an essay:

- Introduction, main aspects and conclusion not properly contextualised ^
- Wrong statement \_\_\_\_\_
- Irrelevant statement |  
|  
|
- Repetition R
- Analysis A√
- Interpretation I√
- Line of argument LOA ↑

## 2.5 The matrix

2.5.1 Use of the matrix in the marking of essays.

In the marking of essays, the criteria as provided in the matrix should be used. When assessing the essay note both the content and presentation. At the point of intersection of the content and presentation based on the seven competency levels, a mark should be awarded.

- (a) The first reading of essays will be to determine to what extent the main aspects have been covered and to allocate the **content level** (on the matrix).

C	LEVEL 4	



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

C	LEVEL 4	
P	LEVEL 3	

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

C	LEVEL 4	}26–27
P	LEVEL 3	

**MARKING MATRIX FOR ESSAY: TOTAL: 50**

<b>PRESENTATION</b>   <b>CONTENT</b> 	<b>LEVEL 7</b>	<b>LEVEL 6</b>	<b>LEVEL 5</b>	<b>LEVEL 4</b>	<b>LEVEL 3</b>	<b>LEVEL 2</b>	<b>LEVEL 1*</b>
	Very well planned and structured essay. Good synthesis of information. Developed an original, well balanced and independent line of argument with the use of evidence and sustained and defended the argument throughout. Independent conclusion is drawn from evidence to support the line of argument.	Very well planned and structured essay. Developed a relevant line of argument. Evidence used to defend the argument. Attempts to draw an independent conclusion from the evidence to support the line of argument.	Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.	Planned and constructed an argument. Evidence used to some extent to support the line of argument. Conclusions reached based on evidence.	Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.	Attempts to structure an answer. Largely descriptive or some attempt at developing a line of argument. No attempt to draw a conclusion.	Little or no attempt to structure the essay.
<b>LEVEL 7</b> Question has been fully answered. Content selection fully relevant to line of argument.	47–50	43–46					
<b>LEVEL 6</b> Question has been answered. Content selection relevant to a line of argument.	43–46	40–42	38–39				
<b>LEVEL 5</b> Question answered to a great extent. Content adequately covered and relevant.	38–39	36–37	34–35	30–33	28–29		
<b>LEVEL 4</b> Question recognisable in answer. Some omissions or irrelevant content selection.			30–33	28–29	26–27		
<b>LEVEL 3</b> 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	
<b>LEVEL 2</b> Question inadequately addressed. Sparse content.					20–23	18–19	14–17
<b>LEVEL 1*</b> Question inadequately addressed or not at all. Inadequate or irrelevant content.						14–17	0–13

**\*Guidelines for allocating a mark for Level 1:**

- Question not addressed at all/totally irrelevant content; no attempt to structure the essay = 0
- Question includes basic and generally irrelevant information; no attempt to structure the essay = 1–6
- Question inadequately addressed and vague; little attempt to structure the essay = 7–13

## SECTION A: SOURCE-BASED QUESTIONS

## QUESTION 1: WHAT WERE THE CAUSES OF THE 1917 RUSSIAN REVOLUTION?

- 1.1 1.1.1 *[Extraction of evidence from Source 1A – L1]*  
 • 'Backward' ✓✓ (1 x 2) (2)
- 1.1.2 *[Extraction of evidence from Source 1A – L1]*  
 • 'for employment in factories' ✓✓ (1 x 2) (2)
- 1.1.3 *[Interpretation of evidence from Source 1A – L2]*  
 • Russia had a capitalist economic system ✓✓  
 • The industries were owned by capitalists  
 • The economy allowed the private accumulation of wealth through exploitation  
 • Any other relevant response (Any 1 x 2) (2)
- 1.1.4 *[Interpretation of evidence from Source 1A – L2]*  
 • They were disillusioned with the tsarist government ✓✓  
 • They wanted political and economic change ✓✓  
 • They wanted a government ruled by a constitution and elected by the majority of people  
 • The Tsar did not listen to their demands  
 • Any other relevant response (Any 2 x 2) (4)
- 1.1.5 *[Extraction of evidence from Source 1A – L1]*  
 • 'Mensheviks' ✓  
 • 'Bolsheviks' ✓ (2 x 1) (2)
- 1.1.6 *[Determining usefulness of Source 1A – L3]*  
 The source is **useful**:  
 • Russia's economy was weak and underdeveloped/backward ✓✓  
 • Russia's economy was based on capitalist principles  
 • Russia adopted a political system based on a dictatorship  
 • The Russian population became disillusioned with the Tsar and wanted change  
 • Russians formed political parties to bring about change  
 • Any other relevant response (Any 1 x 2) (2)
- 1.2 1.2.1 *[Extraction of evidence from Source 1B – L1]*  
 • 'when armed forces set fire on a group of peaceful protestors outside the Tsar's Winter Palace in St Petersburg.' ✓✓ (1 x 2) (2)
- 1.2.2 *[Definition of historical concept from Source 1B – L1]*  
 • It is the violent overthrowing of a government to bring about change ✓✓  
 • Any other relevant response (Any 1 x 2) (2)

- 1.2.3 *[Interpretation of evidence from Source 1B – L2]*
- Tsarism was seen as autocratic rule with no concern for the wishes of the Russian people ✓✓
  - The ordinary Russians had no say in the government of the country ✓✓
  - Tsarism oppressed the people, and the people had no freedom at all
  - The Tsar did not care about the wishes and welfare of his people
  - Any other relevant response (Any 2 x 2) (4)
- 1.2.4 *[Interpretation of evidence from Source 1B – L2]*
- Russia was ill prepared for the war ✓✓
  - Russia thought that Japan would be defeated easily. ✓✓
  - Japan was better prepared for the war than the Russians
  - They did not have enough weapons and other war material
  - The war was too expensive for Russia
  - Any other relevant response (Any 2 x 2) (4)
- 1.3 *[Interpretation of evidence from Source 1C – L2]*
- Russia was ill prepared for the war ✓✓
  - Russian soldiers depict a picture of hopelessness ✓✓
  - Russian army was defeated – had low morale
  - Any other relevant response (Any 2 x 2) (4)
- 1.4 *[Comparison of sources to determine similarities – L3]*
- Both sources outline that Russia was ill prepared for both wars ✓✓
  - Both sources state that Russia was defeated in both wars
  - Both sources show that the Russian soldiers and population lost confidence in the Tsar after the defeats
  - Any other relevant response (Any 1 x 2) (2)
- 1.5 1.5.1 *[Extraction of evidence from Source 1D – L1]*
- 'Scarcity of food in Petrograd' ✓✓ (1 x 2) (2)
- 1.5.2 *[Extraction of evidence from Source 1D – L1]*
- 'Government corruption was rampant' ✓✓
  - 'The Russian economy remained backward'
  - 'Russia's disastrous involvement in the First World War' (Any 2 x 1) (2)
- 1.5.3 *[Interpretation of evidence from Source 1D – L2]*
- Germany had more advanced weapons ✓✓
  - Russia was not prepared for the war ✓✓
  - Russian had a severe shortage of weapons and medical supplies
  - Russian soldiers experienced a shortage of food and had low morale
  - Russia was affected by its domestic affairs
  - Any other relevant response (Any 2 x 2) (4)



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

- The soldiers who oppressed the people sided with the protesters
- The defeat of Russia during First World War made the Tsar unpopular ✓✓
- The mutiny of the Kronstadt sailors sealed the fate of the Tsar
- He did not have the support of his people anymore ✓✓
- Any other relevant response (Any 2 x 2)

(4)

1.6 *[Paragraph – interpretation, analysis and synthesis of information from relevant sources and use of own knowledge – L3]*

- The Russian economy was backward and based on capitalism (Source 1A)
- People became disillusioned with the Tsar which led to the 1905 revolution (Source 1A)
- Russia experienced food shortages which became a main driving the force for change (Source 1A)
- Russians formed political parties to press for change (Source 1A)
- Tsarism became oppressive with little regard for people's freedom (Source 1B)
- Russia's failed war attempt against Japan seen as a catalyst for political change (Source 1B)
- Russia's participation in the First World War led to disaster (Source 1C)
- Russia ill-prepared for the war and suffered heavy defeats (Source 1C)
- Food shortages in Russia led to the February revolution (Source 1D)
- Soldiers joined protesters – Tsar forced to abdicate (Source 1D)
- Lenin and his Bolsheviks executed a successful coup (Own knowledge)
- Any other relevant response. ✓✓

Use the following rubric to assess the paragraph:

	CRITERIA	MARKS
LEVEL 1	<ul style="list-style-type: none"> <li>• Use evidence in an elementary way.</li> <li>• Question not answered.</li> <li>• <b>Shows no or little understanding of the causes of the 1917 Russian Revolution.</b></li> <li>• Uses evidence partially or cannot write a paragraph.</li> </ul>	0–2
LEVEL 2	<ul style="list-style-type: none"> <li>• Evidence is usually relevant and largely related to the topic.</li> <li>• <b>Shows some understanding of the causes of the 1917 Russian Revolution.</b></li> <li>• Uses evidence in a basic way to write a paragraph.</li> </ul>	3–4
LEVEL 3	<ul style="list-style-type: none"> <li>• Use relevant and relevant evidence.</li> <li>• <b>Demonstrates a thorough understanding of the causes of the 1917 Russian Revolution.</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul>	5–6

(6)

[50]

**QUESTION 2: WHAT WERE THE CONSEQUENCES OF THE GREAT DEPRESSION ON THE AMERICAN SOCIETY IN THE 1930s?**

- 2.1 2.1.1 *[Definition of historical concept from Source 2A – L1]*
- It is a period of economic hardship in the USA ✓✓
  - Any other response (1 x 2) (2)
- 2.1.2 *[Extraction of evidence from Source 2A – L1]*
- 'High temperatures' ✓
  - 'Insufficiency in rainfall' ✓
  - 'High winds' ✓
  - 'Infestation by insects' ✓ (4 x 1) (4)
- 2.1.3 *[Interpretation of evidence from Source 2A – L2]*
- Banks collapsed due to a decline in the value of property ✓✓
  - Too many people withdrew their money at the same time ✓✓
  - Banks did not have enough cash flow to service their customers
  - Banks could not regain their money from loans
  - Any other relevant response (Any 2 x 2) (4)
- 2.1.4 *[Interpretation of evidence from Source 2A – L2]*
- Panic sales when share prices started to drop ✓✓
  - It was a result of an unsustainable boom in share prices in the preceding years ✓✓
  - Buying shares on margin
  - Over-speculation
  - Unsound business practises
  - Any other relevant response (Any 2 x 2) (4)
- 2.1.5 *[Usefulness of the Source 2A – L3]*
- The source is **useful**:
- It outlines how the economy of USA was affected after the New York stock market crash ✓✓
  - It shows how many people were left unemployed because of the crash
  - It shows that agriculture suffered a great loss which led to poverty
  - It shows how businesses collapsed leading to massive unemployment and poverty
  - Any other relevant response (Any 1 x 2) (2)
- 2.2 2.2.1 *[Extraction of evidence from Source 2B – L1]*
- 'Extreme hardships and poverty' ✓
  - 'To escape the severity of the Great Depression' ✓ (2 x 1) (2)
- 2.2.2 *[Extraction of evidence from Source 2B – L1]*
- 'Petty theft' ✓✓ (1 x 2) (2)

- 2.2.3 *[Interpretation of evidence from Source 2B – L2]*
- Most people became unemployed ✓✓
  - Many unemployed people resorted to petty theft for survival ✓✓
  - Many women resorted to prostitution to put food on the table
  - Alcoholism rate was on the rise
  - Any other relevant response (Any 2 x 2) (4)
- 2.3 2.3.1 *[Extraction of evidence from Source 2C – L1]*
- 'Women and men experienced the Great Depression differently' ✓✓  
(1 x 2) (2)
- 2.3.2 *[Extraction of evidence from Source 2C – L1]*
- 'They were unemployed and unable to provide for their families' ✓✓  
(1 x 2) (2)
- 2.3.3 *[Interpretation of evidence from Source 2C – L2]*
- Women were seen as outcasts for taking up the jobs that were usually reserved for men ✓✓
  - Their salaries were extremely low ✓✓
  - Women's salaries were subject to decreases
  - Any other relevant response (Any 2 x 2) (4)
- 2.3.4 *[Interpretation of evidence from Source 2C – L2]*
- African American women lost their jobs to White women ✓✓
  - African American women were given the lowest wages for their labour ✓✓
  - African American women living in the cities were forced into prostitution because of the depression
  - African American women were forced to enter the slave labour market because of poverty
  - Any other relevant response (Any 2 x 2) (4)
- 2.3.5 *[Interpretation of evidence from Source 2C – L2]*
- Their role of being housekeepers changed ✓✓
  - Many women became the breadwinners of their families
  - Women forced to work to make ends meet
  - Women's role as housewives disappeared as they were forced to work
  - Many women were forced into prostitution as a means of survival
  - Any other relevant response (Any 1 x 2) (2)
- 2.4 2.4.1 *[Interpretation of evidence from Source 2D – L2]*
- The Great Depression had a devastating effect on women. ✓✓
  - Many women lost their jobs during the Great Depression ✓✓
  - The Great Depression led to poverty and the suffering of women
  - Women could not provide for their children during the Great Depression
  - Any other relevant response (Any 2 x 2) (4)

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

- Source 2C states that women suffered during the Great Depression while Source 2D depicts the suffering of a woman during the Great Depression ✓✓
- Source 2C states that women could not provide for their families while Source 2D shows the helplessness of a mother that could not provide for her children
- Both sources indicate that women experienced unemployment
- Any other relevant response (Any 1 x 2) (2)

2.6 *[Interpretation, analysis and synthesis of information from all the sources – L3]*

- The Great Depression coincided with crop failures in the USA (Source 2A) ✓✓
- The Great Depression led to massive unemployment (Source 2A)
- The Great Depression led to the collapse of the banking system in the USA (Source 2A)
- The Great Depression led to the devaluing of stocks (Source 2A)
- Petty theft became a tactic for survival (Source 2B)
- Many people committed suicide to escape the harshness of the depression (Source 2B)
- Lack of jobs and money had a negative impact on people's health care (Source 2B)
- Alcoholism rates increased (Source 2B)
- The depression changed the traditional role of women as women were forced into seeking employment to make ends meet (Source 2C)
- The Great Depression led to the exploitation of women – low wages (Source 2C)
- Many women were forced into prostitution (Source 2D)
- African American women affected worse than white American women (Source 2C)
- Many women and children became destitute (Source 2D)
- Any other relevant response.

Use the following rubric to assess the paragraph:

	CRITERIA	MARKS
LEVEL 1	<ul style="list-style-type: none"> <li>• Use evidence in an elementary way.</li> <li>• Question not answered.</li> <li>• <b>Shows no or little understanding of the consequences of the Great Depression on the American society in the 1930s.</b></li> <li>• Uses evidence partially or cannot write a paragraph.</li> </ul>	0–2
LEVEL 2	<ul style="list-style-type: none"> <li>• Evidence is usually relevant and largely related to the topic.</li> <li>• <b>Shows some understanding of the consequences of the Great Depression on the American society in the 1930s.</b></li> <li>• Uses evidence in a basic way to write a paragraph.</li> </ul>	3–4
LEVEL 3	<ul style="list-style-type: none"> <li>• Use relevant and relevant evidence.</li> <li>• <b>Demonstrates a thorough understanding of the consequences of the Great Depression on the American society in the 1930s.</b></li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul>	5–6

(6)  
[50]

## SECTION B: ESSAY QUESTIONS

### QUESTION 4: COMMUNISM IN RUSSIA, 1900–1940

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

#### SYNOPSIS

This question requires the candidate to agree or disagree with the statement. The focus must be on economic development and planning under Stalin. The candidate must then use relevant and credible evidence to develop a proper argument in support of the stance taken.

#### MAIN ASPECTS

Candidates may include the following aspects in their response:

Introduction: The candidate should state whether Stalin was successful in transforming Russia to a superpower by 1939. The introduction should focus on the impact of Stalin's Five-Year Plans, with special reference to industrialisation.

#### ELABORATION

- Stalin's opposition to the NEP – withdrawal of the NEP
- Stalin's objectives – Economic Development and Planning
- Role of Gosplan
- **First Five-Year Plan:** special focus on industrialisation
- Aims and achievements: Building of factories and the development of transport
- The manufacturing of agricultural machinery to be increased to 400%
- More than 1 500 factories were established e.g. tractor factories at Stalingrad and motor car factories in Moscow.
- Coal mining and metal industry were extended
- The development of hydro-electric power was a great stimulus for new industries
- Large cities were established
- The existence of 26 million peasant farmers created a problem in agriculture as the size of their units did not justify the use of agricultural machinery
- The peasants were neither prepared to give up their ground, nor prepared to modernise
- Stalin introduced collectivisation
- The peasants started to oppose this, and they rather slaughtered their animals and destroyed their crops
- Results was the shortage of meat and dairy products
- Approximately 2 million people died because of collectivism
- Stalin's agricultural reforms failed, and he was forced to revise his plan
- **Second Five-Year Plan:** Stalin continued to emphasise the development of heavy industries
- The accent fell on the production of consumer goods
- Transport was modernised
- The agricultural plan aimed to make collectivism more acceptable to the peasants by making adjustment to collective farms
- Farmers now only had to handover a quota of their production to the State

- Sacrifices were expected from Russian workers
- In addition to collective farms, there was the development of state farms, which operated like factories, i.e. workers were paid wages and managers operated the concerns
- A further characteristic of the second Five-Year Plan was the use of fertiliser, agricultural machinery and modern agricultural practices.
- **Third Five Year Plan and the Second World War:** This plan was basically a continuation of the first two plans
- The threat of WW2 resulted in greater attention being paid to the production of weapons and ammunition
- Impact on economy.

- Conclusion: Candidates should tie up the argument with a relevant conclusion with regard to the stance taken in the introduction.

**[50]**

**QUESTION 5: CAPITALISM IN THE USA, 1900–1940**

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

**SYNOPSIS**

The candidates should explain to what extent Roosevelt's New Deal lessened the negative effects of the Great Depression in the United States of America in the 1930s. The main focus should be on measures as well as the impact of Roosevelt's New Deal on the economy. Having assumed a stance, the candidate must use relevant historical evidence to support the stance taken.

**MAIN ASPECTS**

Introduction: In the introduction the candidate should indicate to which extent Roosevelt's New Deal lessened the negative effects of the great Depression in the 1930s economic problems. Relevant historical evidence should be used to develop a line of argument in line with the stance taken.

**ELABORATION**

- The 1933 presidential election – Roosevelt's pledge for a New Deal for the American people
- 1933 elections – Democratic Party victory
- Shift in government's economic policy
- Democratic Party – advocated direct government intervention in the economy
- Roosevelt's policies of **Relief, Recovery and Reform**
- **Relief measures:** To address poverty
- The Federal Emergency Relief Administration provided the state governments with money for relief
- Soup kitchens were established
- Temporal housing supplied to those who had been forced to live on the streets
- Recovery measures: Addressed unemployment
- Series of government sponsored programmes were introduced
- Civil Work Administration (CWA) created jobs for the unemployed
- Civilian Conservation Corps (CCC) – Thousands of men worked in conservation projects in the national parks, forests, and public lands
- Agricultural Adjustment Act (AAA) – assisted farmers
- The Tennessee Valley Authority (TVA) – To uplift one of the poorest farming regions in the Tennessee River Valley and provided employment to the people
- Reform measures: Focused on the social security system
- Legislation for the management of stock exchanges
- Role of government in the economy
- Economic recovery
- Public Works Administration (PWA) which was part of the NIRA
- Work Progress Administration (WPA) provided mass employment
- Construction projects e.g. (roads, dams, schools etc)
- Upgrading of infrastructure (sewerage and drainage systems)



- Social Security Act of 1935
- Social welfare measures were introduced
- National system of pensions and unemployment benefits
- Evicted sharecroppers were helped with homes and loans
- Big business and rich were to be taxed for government to pay pension and unemployment benefits
- Evaluation of the New Deal
- Criticism of the New Deal
  
- Conclusion: Candidates should tie up the argument with an appropriate conclusion with due regard to the stance taken in the introduction. **[50]**

**TOTAL: 100**