



Province of the
EASTERN CAPE
EDUCATION



NATIONAL SENIOR CERTIFICATE

GRADE 11

NOVEMBER 2023

HISTORY P1 MARKING GUIDELINE

MARKS: 150

This marking guideline consists of 24 pages.

1. SOURCE-BASED QUESTIONS

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

COGNITIVE LEVELS	HISTORICAL SKILLS	WEIGHTING OF QUESTIONS
LEVEL 1	<ul style="list-style-type: none"> Extract evidence from sources. Selection and organisation of relevant information from sources. Define historical concepts/terms. 	30% (15)
LEVEL 2	<ul style="list-style-type: none"> Interpretation of evidence from sources. Explain information gathered from sources. Analyse evidence from the sources. 	40% (20)
LEVEL 3	<ul style="list-style-type: none"> 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.
- 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 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

- 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 answer*.

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.

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

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

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

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	

COMMENT

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

MARKING MATRIX FOR ESSAY: TOTAL: 50

PRESENTATION  CONTENT 	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1*
	Very well planned and structured essay. Good synthesis of information. Developed an original, well balanced and independent line of argument with the use of evidence and sustained and defended the argument throughout. Independent conclusion is drawn from evidence to support the line of argument.	Very well planned and structured essay. Developed a relevant line of argument. Evidence used to defend the argument. Attempts to draw an independent conclusion from the evidence to support the line of argument.	Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.	Planned and constructed an argument. Evidence used to some extent to support the line of argument. Conclusions reached based on evidence.	Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.	Attempts to structure an answer. Largely descriptive or some attempt at developing a line of argument. No attempt to draw a conclusion.	Little or no attempt to structure the essay.
LEVEL 7 Question has been fully answered. Content selection fully relevant to line of argument.	47–50	43–46					
LEVEL 6 Question has been answered. Content selection relevant to a line of argument.	43–46	40–42	38–39				
LEVEL 5 Question answered to a great extent. Content adequately covered and relevant.	38–39	36–37	34–35	30–33	28–29		
LEVEL 4 Question recognisable in answer. Some omissions or irrelevant content selection.			30–33	28–29	26–27		
LEVEL 3 Content selection does relate to the question, but does not answer it, or does not always relate to the question. Omissions in coverage.				26–27	24–25	20–23	
LEVEL 2 Question inadequately addressed. Sparse content.					20–23	18–19	14–17
LEVEL 1* Question inadequately addressed or not at all. Inadequate or irrelevant content.						14–17	0–13

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

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

SECTION A: SOURCE-BASED QUESTIONS**QUESTION 1 WHAT WAS THE IMPACT OF LENIN'S NEW ECONOMIC POLICY ON THE RUSSIAN ECONOMY?**

- 1.1 1.1.1 *[Definition of historical concept from Source 1A – L1]*
- State control over the economy during the Civil War.
 - Any other relevant response. (1 x 2) (2)
- 1.1.2 *[Extraction of evidence from Source 1A – L1]*
- The economic strength of Russia in all areas fell below 1914.
 - Malnutrition and disease were common.
 - Industrial cities were starved of food.
 - Workers started moving to the countryside to grow their own food.
 - Famine that caused a staggering 3–10 million deaths. (Any 4 x 1) (4)
- 1.1.3 *[Interpretation of evidence from Source 1A – L2]*
- To starve the White Army from food and ammunition.
 - To defeat the Whites.
 - To ensure Bolshevik rule in Russia.
 - To safeguard communist rule in Russia.
 - Any other relevant response. (Any 2 x 2) (4)
- 1.1.4 *[Analysis of evidence from Source 1A – L2]*
- Lenin lost the strongest supporters of communist rule.
 - The Kronstadt rebellion showed Lenin that even the communist supporters were not happy with what was happening in Russia.
 - It forced Lenin to rethink/change his policy.
 - Any other relevant response. (Any 2 x 2) (4)
- 1.2 1.2.1 *[Extraction of evidence from Source 1B – L1]*
- The introduction of tax-in-kind. (1 x 2) (2)
- 1.2.2 *[Definition of a historical concept within the context of Source 1B – L2]*
- The privatisation of businesses/agriculture to improve economic output in Russia after War Communism.
 - Any other relevant response. (Any 1 x 2) (2)

- 1.2.3 *[Extraction of evidence from Source 1B – L1]*
- Denationalisation of small-scale industry and services.
 - The establishment of trusts for supplying, financing, and marketing the products of large-scale industry.
 - The stabilisation of the currency, and other measures.
 - The Soviet economy revived.
 - Re-emerging of a 'capitalist' class in both the countryside (the kulaks) and the towns (Nepmen).
- (Any 2 x 1) (2)

- 1.2.4 *[Interpretation of evidence from Source 1C – L2]*
- Stalin was against capitalism.
 - He perceived the NEP as a move away from communist principles.
 - NEP led to exploitation by the middle class.
 - NEP created classes that went against communist principles.
 - NEP did not eradicate the backwardness of Russia in relation to other superpowers.
 - Any other relevant response.
- (2 x 2) (4)

- 1.3 1.3.1 *[Extraction of evidence from Source 1C – L1]*
- Shops, cafes, and restaurants were being opened in all directions.
 - The city was full of peasants selling fruit, vegetables, and other produce.
 - It brought jobs that would be paid in money.
 - The NEP meant opportunity and the dawn of better days.
 - "... selling flour, sugar, and rice on a little table ..."
 - "by the following May he had four salesmen in a fair-sized store."
- (Any 3 x 1) (3)

- 1.3.2 *[Interpretation of evidence from Source 1C – L2]*
- Traders were allowed to set up their own small businesses.
 - Traders were allowed to sell products and make a profit.
 - The state control over bigger businesses came to an end.
 - Many traders became rich because of the NEP.
 - Any other relevant response.
- (Any 2 x 2) (4)

- 1.3.3 *[Ascertaining the reliability of the Source 1C – L3]*
- This source is reliable to a great extent because:**
- It is a primary source that gives first-hand information.
 - Walker Duranty was an active participant living in Moscow.
 - The date of the source corresponds with the timeline of the NEP.
 - Any other relevant response.
- (Any 1 x 2) (2)

- 1.4 1.4.1 *[Extraction of evidence from Source 1D – L1]*
- 73,3 million tons. (1 x 1) (1)
- 1.4.2 *[Analysis of evidence from Source 1D – L2]*
- The introduction of the NEP
 - Forced state requisitions were stopped.
 - Farmers were allowed to sell their surplus on open markets.
 - Profit initiative was reinstated to boost production – which led to kulaks.
 - Any other relevant response. (Any 2 x 2) (4)
- 1.4.3 *[Synthesis of evidence from Source 1D – L2]*
- War communism placed all industries under state control which led to low production levels.
 - Private trade was banned – which led to a decrease in trade and production.
 - War communism led to high inflation.
 - War communism led to food shortages and famine.
 - Industrial workers were paid low salaries – and became unproductive.
 - Any other relevant response. (Any 2 x 2) (4)
- 1.5 *[Comparison of evidence from Sources 1A and 1D – L3]*
- Source 1A states that production strength dropped whilst Source 1D shows the low level of production in 1922 when War Communism was implemented.
 - Source 1A states the War Communism was disastrous, whilst Source 1D shows the disaster with a low production level in 1922.
 - Source 1A states that farmers grew only for themselves, hence the low production level of grain, cattle, and pigs in Source 1D.
 - Any other relevant response. (Any 1 x 2) (2)

- 1.6 *[Interpretation, analysis, and synthesis of evidence from relevant sources – L3]*
Candidates may include the following aspects in their responses.

- War Communism was a disaster for Russia (Own knowledge and Source 1A)
- Farmers started to produce for their own consumption (Source 1A)
- War Communism led to a famine that caused the death of three to 10 million people (Source 1A)
- Rebellions broke out in Russia with the Kronstadt Rebellion the most important – Lenin was forced to change policy (Source 1A)
- Lenin introduced the NEP which allowed peasants and factory owners to produce and sell the products on an open market (Source 1B)
- The NEP revived the Russian economy (Source 1B)
- The NEP led to the emergence of the kulaks and the NEP-men (Source 1B)
- Small-scale private ownership was introduced in Russia (Own knowledge and Source 1C)
- Shops, cafes, and restaurants opened in all the cities (Source 1C)
- The NEP created more jobs (Source 1C)
- Workers were paid in cash which gave them an opportunity for better days (Source 1C)
- Entrepreneurs started to sell products and made huge profits (Source 1C)
- The production of grain, cattle and pigs increased dramatically during the NEP (Source 1D)
- Industrial production increased significantly (Source 1D)
- The production of coal jumped from 18,1 million tons in 1925 to 35,4 million in 1927.
- Any other relevant response.

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g., shows little or no understanding of the impact of Lenin's New Economic Policy on the Russian economy. • Uses evidence partially or cannot write a paragraph. 	MARKS 0–2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic e.g., shows some understanding of the impact of Lenin's New Economic Policy on the Russian economy. • Uses evidence in a very basic manner to write a paragraph. 	MARKS 3–4
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g., demonstrates a thorough understanding of the impact of Lenin's New Economic Policy on the Russian economy. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	MARKS 5–6

(6)
[50]

QUESTION 2: WHAT MEASURES DID ROOSEVELT IMPLEMENT TO SOLVE THE UNEMPLOYMENT PROBLEM CAUSED BY THE GREAT DEPRESSION IN THE USA IN THE 1930S?

- 2.1 2.1.1 *[Definition of a concept from Source 2A – L1]*
- The worst economic collapse of the industrial world that led to unemployment and poverty of millions of people.
 - Any other relevant response. (Any 1 x 2) (2)
- 2.1.2 *[Extraction of evidence from Source 2A – L1]*
- Speculators lost their shares.
 - Banks failed.
 - The nation's money supply diminished and,
 - Companies went bankrupt and began to fire their workers in droves. (4 x 1) (4)
- 2.1.3 *[Analysis of evidence from Source 2A – L2]*
- The president thought the situation would normalise by itself.
 - The president did not see the need to intervene to assist the people and businesses.
 - The president could not solve the problems caused by the depression.
 - Any other relevant response. (Any 2 x 2) (2)
- 2.1.4 *[Synthesis of evidence from Source 2A – L2]*
- The federal government was allowed to intervene in the practices of free enterprise to safeguard the public.
 - The federal government made elderly people dependent on state grants.
 - The state took responsibility for looking after the welfare of its citizens.
 - Any other relevant response. (Any 2 x 2) (4)
- 2.1.5 *[Interpretation of evidence from Source 2A – L2]*
- Hoover refused to intervene / assist the US public whereas Roosevelt promised them a New Deal.
 - Hoover supported big businesses but refused to help the US public whereas Roosevelt promised Relief, Reform and Recovery for the poor and needy.
 - Hoover believed that business would restore itself and therefore did not see the weaknesses in the USA economy, whereas Roosevelt identified the USA government's responsibility of restoring the economy.
 - Any other relevant response. (Any 2 x 2) (4)

- 2.2 2.2.1 *[Extraction of evidence from Source 2B – L1]*
- To immediately stop the continued economic freefall. (1 x 2) (2)
- 2.2.2 *[Extraction of evidence from Source 2B – L1]*
- Emergency Banking Act
 - Federal Emergency Relief Act (FERA)
 - Civil Works Administration (CWA)
 - Civilian Conservation Corps (CCC) (Any 2 x 1) (2)
- 2.2.3 *[Interpretation of evidence from Source 2B – L2]*
- It allowed solvent banks to remain open.
 - Weak banks were placed under federal supervision.
 - People started to deposit their money into bank accounts.
 - The banks insured the clients' deposits.
 - Any other relevant response. (Any 2 x 2) (4)
- 2.2.4 *[Interpretation of evidence from Source 2B – L2]*
- It provided jobs in agriculture arts and construction
 - It provided salaries that were like workers' previous jobs.
 - Any other relevant response. (Any 1 x 2) (2)
- 2.3 2.3.1 *[Extraction of evidence from Source 2C – L1]*
- They built more than 4 000 new school buildings
 - They erected 130 new hospitals
 - Lay the roughly 9000 miles of storm drains and sewer lines
 - 29,000 new bridges were constructed
 - Constructed 150 new airfields
 - Paved or repaired 280 000 miles of roads
 - Planted 24 million trees to alleviate the loss of fertile topsoil (Any 2 x 1) (2)
- 2.3.2 *[Interpretation of evidence from Source 2C – L2]*
- It provided jobs for the unemployed.
 - It set money aside for soup kitchens blankets etc.
 - Any other relevant response. (Any 1 x 2) (2)
- 2.3.3 *[Interpretation of evidence from Sources 2C – L2]*
- Big businesses felt that the New Deal made people too dependent on government support
 - Big businesses felt that the government was interfering in the way they were conducting their business affairs
 - Big businesses felt that the New Deal was too socialist
 - Any other relevant response. (Any 2 x 2) (4)

- 2.4 2.4.1 *[Extraction of evidence from Source 2D – L1]*
- 1933 (1 x 2) (2)
- 2.4.2 *[Interpretation of evidence from Source 2D – L2]*
- The unemployment rate dropped significantly
 - Any relevant response. (1 x 2) (2)
- 2.4.3 *[Determining the usefulness of Source 2C – L3]*
- The source is useful because:**
- It shows how the unemployment rate dropped after the implementation of the New Deal
 - It shows that the production levels increased significantly when the unemployment rate decreased
 - It shows that the New Deal was successful in combating unemployment during the Great Depression
 - Any other relevant response. (Any 1 x 2) (2)
- 2.5 *[Comparison of evidence from Sources 2C and 2D – L3]*
- Source 2C states that the unemployment rate was 20% in 1935 which is confirmed in Source 2D
 - Source 2C states that millions were employed through the WPA which led to a direct decrease in the unemployment rate as shown in Source 2D
 - Any relevant response. (Any 1 x 2) (2)
- 2.6 *[Interpretation, analysis and synthesis of evidence from relevant sources – L3]*
- Candidates may include the following aspects in their responses.
- The Great Depression started on 29 October 1929 with the crash of the American stock market (Source 2A)
 - Millions of Americans lost their jobs and became unemployed (Source 2A)
 - President Hoover refused to intervene whilst President Roosevelt offered the American public a New Deal (Source 2A and own knowledge)
 - The relief programs were implemented to immediately stop the economic freefall (Source 2B)
 - The Emergency Banking Act restored the public's confidence in the banking sector (Source 2B)
 - The Federal Emergency Relief Act the Civil Works Administration and the Civil Conservation Corps provided immediate support in the form of cash and temporary jobs (Source 2B)
 - Many people were employed in agriculture, the arts, construction and education sectors (Source 2B)
 - The Works Progress Administration provided jobs for millions of Americans (Source 2C)
 - The WPA allowed for the building of 4000 new schools 130 hospitals 900 miles of storm drains 29 000 new bridges and 150 new airfields (Source 2C)
 - Millions of Americans now earned a salary – started to spend and improve their lives. (Own knowledge)
 - The unemployment rate dropped significantly from 1933 to 1937 (Source 3D)
 - As the unemployment rate dropped between 1933 and 1937 the production levels were increased (Source 2D)
 - Any other relevant response.

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g., shows little or no understanding of the measures that Roosevelt implemented to solve the unemployment problem that was caused by the Great Depression in the USA in the 1930s. • Uses evidence partially to report on the topic or cannot report on the topic. 	MARKS 0–2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to the topic e.g., shows some understanding of the measures that Roosevelt implemented to solve the unemployment problem that was caused by the Great Depression in the USA in the 1930s. Uses evidence in a very basic manner. 	MARKS 3–4
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g., demonstrates an insight of the measures that Roosevelt implemented to solve the unemployment problem that was caused by the Great Depression in the USA in the 1930s. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	MARKS 5–6

(6)
[50]

QUESTION 3: HOW DID THE NAZIS PERSECUTE MINORITY GROUPS IN GERMANY BETWEEN THE 1930s AND 1940s?

- 3.1 3.1.1 *[Definition of a historical concept from Source 3A – L1]*
- Hatred of the Jews.
 - Any other relevant response. (Any 1 x 2) (2)
- 3.1.2 *[Extraction of evidence from Source 3A – L1]*
- The suspension of individual freedoms of the press speech and assembly
 - The Enabling Act of 23 March 1933, gave Hitler dictatorial powers. (2 x 1) (2)
- 3.1.3 *[Interpretation of evidence from Source 3A – L2]*
- Germany was negatively affected by the Great Depression
 - Germany was still paying war reparations to the Allied Powers
 - Hitler blamed the Jews for Germany's economic hardships
 - Any other relevant response. (Any 1 x 2) (2)
- 3.1.4 *[Interpretation of evidence from Source 3A – L2]*
- The Nazis blamed the Jews for Germany's defeat in World War One
 - They blamed the Jews and the communists for betraying Germany during World War One
 - They used the Jews as a scapegoat for their racial ideologies
 - They believed that the Jews controlled the banking and finances of Germany and contributed to the Great Depression
 - Any other relevant response. (Any 2 x 2) (4)
- 3.2 3.2.1 *[Extraction of evidence from Source 3B – L1]*
- The systematic murder of institutionalised patients with disabilities in Germany. (1 x 2) (2)
- 3.2.2 *[Extraction of evidence from Source 3B – L1]*
- Severe psychiatric disabilities
 - Severe neurological disabilities
 - Severe physical disabilities (3 x 1) (3)
- 3.2.3 *[Interpretation of evidence from Source 3B – L2]*
- The improvement of the human race through planned breeding while preventing other inferior races from reproducing through forced sterilisation.
 - Any other relevant response. (Any 1 x 2) (2)

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

- Disabled people will contaminate the Aryan race.
- Disabled people will breed more disabled offspring.
- Disabled people were dependent on state social welfare – thus becoming a financial burden to the state.
- The money used to maintain disabled people could be utilised in a more productive way.
- Any other relevant response. (Any 2 x 2) (4)

3.2.5 *[Synthesis of evidence from Source 3B – L2]*

- The Euthanasia Program violated the people's right to live.
- The Euthanasia Program violated the people's right to life.
- The Euthanasia Program violated the people's right to reproduce without interference.
- The Euthanasia Program violated the people's freedom of choice to determine their own destiny.
- The Euthanasia Program violated the people's right to privacy.
- The Euthanasia Program violated the people's right to safety.
- Any other relevant response. (Any 2 x 2) (4)

3.3 3.3.1 *[Extraction of evidence from Source 3C – L1]*

- Roma
- Sinti
- Manouches (3 x 1) (3)

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

- Gassing
- Disease
- Hunger or exhaustion
- Murdered by guards. (Any 2 x 1) (2)

3.3.3 *[Analysis of evidence from Source 3C – L2]*

- They could have accepted sterilisation.
- They could fight it in a court of justice.
- They could try to escape.
- They were hunted down.
- Any other relevant response. (Any 2 x 2) (4)

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

- Sterilisation was only applied to inferior races in Germany.
- Sterilisation was only applied to minority groups living in Germany.
- Sterilisation was only applied to people of colour living in Germany.
- The Aryan race was not subjected to forced sterilisation.
- Any other relevant response. (Any 2 x 2) (4)

- 3.4 3.4.1 *[Interpretation of evidence from Source 3D – L2]*
- It shows that children with disabilities were discriminated against in Germany.
 - It shows that children with disabilities were seen as a burden to the German government.
 - It highlights the Germans' policy of discrimination towards children with disabilities.
 - Any other relevant response. (Any 1 x 2) (2)
- 3.4.2 *[Evaluation of the evidence in Source 3D – L3]*
- It violated the human rights of people.
 - The victims of euthanasia programs were not given a chance to choose their destiny.
 - Any other relevant response. (Any 1 x 2) (2)
- 3.5 *[Comparison of evidence from Sources 3B and 3D – L3]*
- Source 3B states that children with disabilities were a burden for German society whilst Source 3D gives a visual presentation of the burden that is mentioned in Source 3B.
 - Source 3B mentions the different types of disabilities that can be seen in Source 3D.
 - Any other relevant response. (Any 1 x 2) (2)
- 3.6 *[Interpretation, evaluation and synthesis of evidence from relevant sources – L3]*
- Candidates may include the following aspects in their responses:
- The Nazi party was extremely anti-Semitic (Source 3A)
 - The Nazis believed that they were racially superior to other races (Source 3A)
 - The Nazis believed that the inferior races were a biological threat to the purity of the German race (Source 3A)
 - The Jews became the primary target of Nazi hatred (Source 3A)
 - The Nazis implemented the euthanasia program to murder people with disabilities in Germany (Source 3B)
 - People with severe psychiatric neurological or physical disabilities were seen as a financial burden on German society (Source 3C and Source 3D)
 - Children with disabilities were murdered through lethal overdoses of medication by trained medical professionals (Source 3B and 3D)
 - The killing was extended to adults with disabilities (Source 3B)
 - Gypsies were seen as inferior and were killed through forced sterilization (Source 3C)
 - Gypsies were killed through gassing, hunger or exhaustion or murdered by guards (Source 3C)
 - The Nazis implemented eugenics programs to protect the German masteries (own knowledge)
 - Any other relevant response.

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> Cannot extract evidence or extract evidence from the sources in a very elementary manner e.g., shows no or little understanding of how the Nazis persecuted minority groups in Germany between the 1930s and 1940s. Uses evidence partially to report on the topic or cannot report on the topic. 	MARKS 0–2
LEVEL 2	<ul style="list-style-type: none"> Extract evidence from the sources that are mostly relevant and relate to a great extent to the topic e.g., shows some understanding of how the Nazis persecuted minority groups in Germany between the 1930s and 1940s. Uses evidence in a very basic manner. 	MARKS 3–4
LEVEL 3	<ul style="list-style-type: none"> Use evidence from sources very effectively in an organised paragraph that shows an understanding of the topic e.g., demonstrates a thorough understanding of how the Nazis persecuted minority groups in Germany between the 1930s and 1940s. Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	MARKS 5–6

(6)
[50]

SECTION B: ESSAY QUESTIONS**QUESTION 4: COMMUNISM IN RUSSIA, 1900–1940**

[Using analytical and interpretative skills, plan and construct an original argument based on relevant evidence.]

SYNOPSIS

In writing this essay, candidates should be able to say to what extent Stalin was successful, through the Five-Year Plans to transform Russia from a backward country to a superpower.

MAIN ASPECTS

Candidates should include the following aspects in their responses:

Introduction: Candidates should contextualise the question and establish a clear line of argument.

ELABORATION

- Aims: all forms of private ownership/capitalism abolished
- Economy placed under state control.
- Economy developed by a series of Five-Year Plans
- Illiteracy eradicated.
- Agriculture mechanised and collectivised.
- The rapid industrialisation of Russia
- A state planning commission, the Gosplan, was empowered to direct the economic activities of the country.
- Farms collectivised and mechanised.
- Two types of farms:
 - State farms (labourers paid a state salary)
 - Collective farms – Peasants became state workers.
- Kulaks resisted collectivisation by – killing stock and refusing to sow.
- Stalin killed them /deported them to Siberia.
- Approximately 4 million peasants were killed / sent to Siberia.
- He used violence to enforce communism.
- By 1928 production levels increased.
- Peasant and wealthy farmers who refused to sell their extra products were heavily taxed.
- Mechanisation and scientific farming were introduced on a large scale.
- Profits were divided three ways among the state, workers, and a reserve operation fund to support community services such as schools, recreation centres and hospitals.
- Agriculture began to prosper.
- All private ownership abolished.
- Factories produced according to state quotas.
- Emphasis on the development of heavy industries – iron and steel
- Propaganda was used to inspire workers and to stress the significance of working together for a better future.

- Coal – to melt iron and steel.
- 1 500 new factories built.
- Workers worked long hours.
- Dnieper Dam hydroelectric power station constructed.
- Huge towns and industrial centres were built.
- Compulsory education created a skilled workforce.
- All children between 3 and 16 received compulsory education.
- This indoctrinated the youth with communist beliefs.
- Flats were built to solve the housing shortage.
- Cars were built in Moscow.
- Oil discovered at Baku.
- Thousands of new schools were built to provide basic education for all children.
- Education was made compulsory.
- Adult literacy classes, which were also emphasized, reduced the rate of illiteracy rate from 50% in 1924 to 20% in 1939.
- Education was structured around mechanical and engineering lessons.
- New railway lines were built, and the old ones were upgraded to help move raw materials, manufactured products, and agricultural produce.
- The building of networks of hard-surface roads, and canal systems to link rivers for practical navigation became essential.
- Importance was placed on the improvement of efficiency and techniques in industry.
- Light factories were built to provide more consumer goods in order to raise the standard of living of the Russian population.
- Consumption increased dramatically, but growth and development of heavy industries remained the government's priority.
- The most important successes were achieved in the machine-making industry.
- Russian people made huge sacrifices by working long hours.
- Stalin used encouragement, discipline and terror to achieve his aims.
- By 1940 Russia was the world's second largest industrial power
- The Third Five-Year Plan of 1939 to 1942 was interrupted by the Second World War
- Any other relevant response.
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

[50]

QUESTION 5: CAPITALISM IN THE USA, 1900-1940

[Using analytical and interpretative skills, plan and construct an original argument based on relevant evidence.]

SYNOPSIS

Candidates need to critically discuss the social impact of the Great Depression on the Americans, Germans, and Japanese. They also need to outline the responses of these countries to the Great Depression.

Candidates must use historical evidence to support their line of argument

MAIN ASPECTS

Candidates should include the following aspects in their responses:

Introduction: Candidates need to indicate how the Great Depression affected the Americans, Germans, and Japanese socially, and how they responded to these challenges.

ELABORATION**The USA**

- Suicides increased as people realised that a few weeks ago they were rich and now they were penniless.
- Farm prices fell so dramatically that many farmers lost their homes and land.
- The development of a 'Dust Bowl' in the 1930s turned the situation into a crisis.
- Poor farming methods and drought turned the country into a vast desert when strong winds blew the topsoil away.
- Farms were abandoned as thousands of ruined farmers and evicted tenant farmers migrated westwards to look for work in California.
- People became unemployed and homeless.
- Business failures resulted in retrenchments.
- There was no social security and unemployment insurance for those who lost jobs.
- Unemployed people waited in breadlines for free food from charity organisations.
- Families split up or migrated from their homes in search of work.
- Large informal settlements sprung up outside major cities.
- Unemployed and homeless built little shacks called 'Hooverville's'.
- Hoover believed in individualism and self-reliance.
- In 1932 Roosevelt promised a New Deal to Americans.

Germany

- Germany was hit hard by the Great Depression.
- Germany struggled to pay the reparations.
- Numbers of unemployed people rose.
- Hitler blamed the Jews and the communists for the Great Depression.
- Hitler brought hope to the German people and promised to restore the German economy.
- Nazi party became popular, and Hitler was named the Chancellor.

Japan

- Japan was hit hard by the Great Depression
 - Importing goods from abroad became very expensive because of tariffs.
 - The Japanese silk trade was badly affected by the Great Depression
 - The Japanese lost trust in the politicians and turned to military support.
 - As Japan's economy worsened, the country became more aggressive.
 - One way of getting access to raw material for Japan was getting more territory under Japanese rule.
 - Army generals looked at annexing parts of China to get access to raw materials.
 - In 1931 the resource-rich Manchuria was seized by Japan
 - Japan resigned from the League of nations and invaded China.
 - Tripartite Treaty between Germany, Italy and Japan was signed.
 - Any other relevant response.
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

[50]

QUESTION 6: IDEAS OF RACE IN THE LATE 19th AND 20th CENTURIES

[Using analytical and interpretative skills, plan and construct an original argument based on relevant evidence.]

SYNOPSIS

The candidates need to agree or disagree with the statement and support their argument with relevant historical evidence.

MAIN ASPECTS

Candidates should include the following aspects in their responses:

Introduction: Candidates should agree or disagree with the statement and briefly explain their reasons.

ELABORATION

- Anti-Semitism and the belief in the pseudo-science of eugenics.
- The Nazis used propaganda and terror to enforce their anti-Semitic policies.
- By 1938, the lives of Jews living in Germany had become intolerable.
- The Nazi racist ideology of a *Herrenvolk* ('master race') was used to justify their eugenics program aimed at weeding 'undesirable' genes from the population.
- The Holocaust was the consequence of this racism.
- By 1933, there were 500 000 Jews living in Germany.
- They saw themselves as Germans, who differed from other Germans only in religion.
- Jews were often used as scapegoats when things went wrong and were blamed for no reason.
- The false Social Darwinist theory of a hierarchy of human beings claimed that some groups of people were born with superior talent, ability, and worth.
- In his book, *Mein Kampf* Hitler argued that the German 'race' was superior to all others.
- Hitler described Germans as the 'Aryan race' or 'Herrenvolk' ('master race') and believed they had a duty to control the world.
- Jews were blamed for all of Germany's troubles.
- Hitler wanted to make Nazi Germany *Judenrein* (free of Jews).
- Anti-Jewish oppressive measures were slowly introduced to exclude Jews from all aspects of German life.
- Anti-Semitic laws went hand in hand with state violence and terror.
- By 1939 Jewish businesses were boycotted
- All Jews had to wear a yellow Star of David badge to make them easy to identify.
- Jews were dismissed from the civil service.
- Jews were expelled from all schools and universities.
- Jews were stripped of all citizenship rights.
- Marriage or sexual relations between Jews and 'Aryans' was forbidden.
- Jews were forbidden in certain places.
- After June 1938, the Nazis began the systematic expropriation of Jewish property.
- Jews were the main targets of the genocide.

- In 1941 the Nazis implemented the 'final solution to the Jewish question.'
- They decided to murder every Jewish man, woman, and child in Europe.
- A group of policemen called Einsatzgruppen became special mobile killing squads.
- Men, women, and children were rounded up and shot by firing squads into mass graves.
- Mass 'extermination' by gas was implemented.
- The construction of special killing centres began in the second half of 1941.
- Six 'Death Camps' were established – all were situated in Poland.
- Gas vans and gas chambers were constructed at the death camps.
- Zyklon B gas was used.
- The implementation of the 'Final Solution' required Jews from all over Nazi-occupied Europe to be transported by rail to the death camps in Poland.
- Hundreds of thousands of people were crammed into sealed cattle trucks or open wagons, sometimes spending days without food, water or sanitation.
- By 1945 two out of every three European Jews had been killed.
- Conclusion: Candidates should tie up their essay with a relevant conclusion. **[50]**

TOTAL: 150