

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 11**

**NOVEMBER 2015**

**HISTORY P1**

**MARKS: 150**

**TIME: 3 hours**



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This question paper consists of 9 pages, and an addendum of 10 pages.

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**INSTRUCTIONS AND INFORMATION TO CANDIDATES**

1. This question paper consists of **SIX (6)** questions based on the prescribed content framework of the CAPS document. Three source-based questions under SECTION A and three essay questions under SECTION B.

**SECTION A: SOURCE-BASED QUESTIONS**

QUESTION 1: COMMUNISM IN RUSSIA, 1900–1940

QUESTION 2: CAPITALISM IN THE USA, 1900–1940

QUESTION 3: IDEAS OF RACE IN THE LATE 19<sup>th</sup> AND 20<sup>th</sup> CENTURIES

**SECTION B: ESSAY QUESTIONS**

QUESTION 4: COMMUNISM IN RUSSIA, 1900–1940

QUESTION 5: CAPITALISM IN THE USA, 1900–1940

QUESTION 6: IDEAS OF RACE IN THE LATE 19<sup>th</sup> AND 20<sup>th</sup> CENTURIES

2. Source material that is required to answer source-based questions will be found in the accompanying ADDENDUM OF SOURCES.
3. Each question counts 50 marks.
4. Answer THREE questions as follows:
  - 4.1 At least ONE (1) must be a source-based question and at least ONE (1) must be an essay question.
  - 4.2 The THIRD question can either be a source-based question or an essay question.
5. When candidates answer questions, they are required to demonstrate application of knowledge, skills and insight.
6. A mere rewriting of sources as answers will disadvantage candidates.
7. Number the answers correctly according to the numbering system used in this question paper.
8. Write neatly and legibly.
9. Start each question on a new page and rule off at the end of each question.

**SECTION A: SOURCE-BASED QUESTIONS**

Answer at least ONE question, but not more than TWO questions from this section. Source material to be used to answer these questions is in the ADDENDUM.

**QUESTION 1: HOW DID MASS MOBILISATION OF THE PEOPLE LED TO THE DOWNFALL OF THE TSARIST REGIME IN RUSSIA IN 1917?**

Study Sources 1A, 1B, 1C, 1D and 1E in order to answer the following questions.

1.1 Refer to Source 1A.

- 1.1.1 Using the source and your own knowledge define the concept, *autocracy*. (1 x 2) (2)
- 1.1.2 What opportunity, according to the source, existed by the late 1890s? (1 x 2) (2)
- 1.1.3 Why, in your opinion, was the tsar not willing to introduce any political or economic changes? (2 x 2) (4)
- 1.1.4 Why, according to the source, did progressive elements in society turn against the tsar? (1 x 2) (2)

1.2 Study Source 1B.

- 1.2.1 What, according to the source, were the reasons that led to the people become hostile towards the government? (1 x 2) (2)
- 1.2.2 What, according to the source, was the main aim of the march to St. Petersburg? (1 x 2) (2)
- 1.2.3 Why, in your opinion, did the army fire on the demonstrators? (1 x 2) (2)
- 1.2.4 Even though the march could be considered as having failed, it had historical significance for Russia.
- Do you agree with this assertion/submission? Support your answer. (1 x 2) (2)

1.3 How does Source 1B support Source 1A in respect of the actions that the people took against the tsarist regime? (1 x 2) (2)

- 1.4 Read Source 1C.
- 1.4.1 Using the source and your own knowledge provide reasons why industrial workers were on strike. (2 x 2) (4)
- 1.4.2 Why, in your opinion, did the soldiers eventually join the demonstrations and refused to act against the people? (2 x 2) (4)
- 1.4.3 Using the source and your own knowledge explain what a soviet is. (1 x 2) (2)
- 1.5 Consider Source 1D.
- 1.5.1 Using the source and your own knowledge, explain why Lenin called for an armed insurrection. (1 x 2) (2)
- 1.5.2 Using the source and your own knowledge, explain whether you think Lenin was justified or not in calling for an armed insurrection. (1 x 2) (2)
- 1.5.3 Using the source, what immediate changes did Lenin introduce when the Bolsheviks assumed power? (3 x 1) (3)
- 1.6 Use Source 1E.
- 1.6.1 What is the significance of the presence of the uniformed personnel in the crowd that Lenin addressed after the Bolsheviks had overthrown the provisional government? (1 x 2) (2)
- 1.6.2 Can Source 1E be regarded as reliable in understanding the role the Bolsheviks played in the October Revolution of 1917? (1 x 3) (3)
- 1.7 Using information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (80 words) in which you evaluate the extent to which the peoples' struggles led to the downfall of Tsar Nicholas II. (8)
- [50]**

**QUESTION 2: DID ROOSEVELT'S NEW DEAL ACHIEVE THE OBJECTIVES OF RELIEF, REFORM AND RECOVERY FOR THE AMERICAN ECONOMY?**

Study Sources 2A, 2B, 2C and 2D and then answer the set questions.

2.1 Refer to Source 2A.

- 2.1.1 What, according to the source, were the results of collapse of the New York Stock Exchange? (4 x 1) (4)
- 2.1.2 Using the source and your own knowledge, explain the meaning of the concept, *Great Depression*. (1 x 2) (2)
- 2.1.3 Do you think that President Hoover was justified or not in describing the crisis as just "a passing incident in our national lives"? (2 x 2) (4)
- 2.1.4 Using the source and your own knowledge, explain the difference in approach towards the Great Depression by the governments of President Hoover and President Roosevelt. (2 x 2) (4)

2.2 Study Source 2B.

- 2.2.1 Why, according to the source, were bank runs common at the beginning of the depression? (1 x 2) (2)
- 2.2.2 What, in your opinion, was the significance of the Roosevelt's Fireside Chats? (1 x 2) (2)
- 2.2.3 Why, according to the source, was Hoover reluctant to take action to prevent further bank runs? (1 x 1) (1)
- 2.2.4 Do you think that Roosevelt was justified in fast-tracking the Emergency Banking Act for immediate implementation? (2 x 2) (4)
- 2.2.5 What, according to the source, was the immediate result of the Emergency Banking Act? (1 x 2) (2)

- 2.3 Refer Source 2C.
- 2.3.1 Using the source and your own knowledge, what were the direct benefits of the Tennessee Valley Authority Act to the American economy during the depression? (2 x 2) (4)
- 2.3.2 How does Source 2C support Source 2A with regards to Roosevelt's government response to the Great Depression? (2 x 2) (4)
- 2.3.3 What are the limitations of Source 2C as historical evidence? (1 x 2) (2)
- 2.4 Consult Source 2D
- 2.4.1 With reference to the source, to what extent, do you think, was the New Deal successful as a government intervention programme? (1 x 3) (3)
- 2.4.2 Why, in your opinion, were certain sectors of the American population excluded from benefitting from the New Deal programmes? (2 x 2) (4)
- 2.5 With reference to the relevant source, write a paragraph of about EIGHT lines (about 80 words) in which you discuss whether the New Deal did achieve the goals of relief, recovery and reform. (8)
- [50]**

**QUESTION 3: HOW DID NAZI PROPAGANDA LEAD TO THE EXTERMINATION OF MINORITIES IN NAZI GERMANY?**

Study Sources 3A, 3B, 3C and 3D to answer the following questions.

**3.1 Consult Source 3A.**

- 3.1.1 What, according to the source, was Hitler's concept of race? (3 x 1) (3)
- 3.1.2 Why, according to the source, were Aryans regarded as the master race? (3 x 1) (3)
- 3.1.3 Using the source and your own knowledge explain the reasons why Hitler displayed an irrational hatred of the Jews. (2 x 2) (4)
- 3.1.4 Using the source and your own knowledge, define the concept, *anti-Semitism*. (1 x 2) (2)
- 3.1.5 Can Hitler's anti-Semitic views, as expressed in the source, be justified? (2 x 2) (4)

**3.2 Refer to Source 3B.**

- 3.2.1 What, according to the source, is the benefit for "inferior races" when conquered by the Aryans? (1 x 2) (2)
- 3.2.2 Why, according to the source, is it important for the Aryans not to inter-marry? (1 x 2) (2)
- 3.2.3 Is Source 3B reliable as a historical evidence in understanding Hitler's hatred of the Jews? (1 x 2) (2)
- 3.2.4 What, in your opinion, would have been the impact of the ideas contained in the source on the ordinary German's view of the Jews? (2 x 2) (4)

- 3.3 How does Source 3B support Source 3A with regards to Hitler's views on race? (2 x 2) (4)

- 3.4 Consider Source 3C.
- 3.4.1 Using the source and your own knowledge, define **holocaust**. (1 x 2) (2)
- 3.4.2 Why, in your opinion, was the killing of the Jews referred to as a genocide? (1 x 2) (2)
- 3.4.3 In which country, according to the source, was the biggest number of Jews killed? (1 x 1) (1)
- 3.5 Refer to Source 3D.
- 3.5.1 What is the central message of the photograph in the source? (1 x 3) (3)
- 3.5.2 What, in your opinion, were the intentions of the USA in publishing this photograph? (2 x 2) (4)
- 3.6 Using all the relevant sources and your own knowledge write a paragraph of about EIGHT lines (about 80 words) on how Nazi propaganda led to the extermination of Jews in Germany during the Second World War. (8)
- [50]**



**SECTION B: ESSAY QUESTIONS**

Answer ONE (1) question, but not more than TWO questions, from this section.

Your essay should be about THREE pages long.

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

Candidates may answer only ONE of the following two essays.

- 4.1 “Even though Lenin’s New Economic Policy was viewed by some in the Communist Party as a sell-out programme, it did achieve some measure of success in trying to stabilise Russia’s economy after the disastrous War Communism”

Do you agree with the above statement or not? Substantiate your answer in a well-argued essay.

[50]

**OR**

- 4.2 To what extent was Stalin successful in his programme of consolidating communism and modernising Russia?

[50]

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

Candidates may answer only ONE of the following two essays.

- 5.1 To what extent would you agree that the underlying weaknesses/defects in the US economy in the 1920s undermined the long-term sustainability of that economy, leading to the collapse of the New York Stock Exchange in October 1929, thereby unleashing the Great Depression?

[50]

**OR**

- 5.2 Critically discuss the consequences/effects of the Great Depression in the USA.

[50]

**QUESTION 6: IDEAS OF RACE IN THE LATE 19<sup>th</sup> AND 20<sup>th</sup> CENTURIES**

Did the ideas eugenics and Social Darwinism play any role in shaping the practices and policies of Britain insofar as the treatment of indigenous people of Australia was concerned?

[50]

**TOTAL: 150**

















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**GRADE 11**

**NOVEMBER 2015**

**HISTORY P1  
ADDENDUM**



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This addendum consists of 10 pages.

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**QUESTION 1: HOW DID MASS MOBILISATION OF THE PEOPLE LED TO THE DOWNFALL OF THE TSARIST REGIME IN RUSSIA IN 1917?**

**SOURCE 1A**

This source explains some of the reasons unhappiness on the part of the ordinary people against the government of Russia.

The attitude of the government towards reform remained hostile. The industrial advances of the late 1890s had offered an opportunity for Russia to modernise herself. This would mean that Russia must not only progress economically, but also change politically. The tsar was not willing to do this. This would not have mattered so much if the system had been efficient. But the tsarist autocracy was both oppressive and inefficient. This turned the progressive elements in society against the tsar because they could see no possibility of real advance in Russia as long as government and administration remained in the hands of the incompetents.

[Adapted from: *Reactions and Revolutions: Russia 1881 – 1924*, M. Lynch]

**SOURCE 1B**

This source refers to the 1905 revolution in Russia directed against the rule of Tsar Nicholas II.

The Russian people became more and more intolerant of the incompetent, autocratic leadership that was responsible for the economic hardships. As a result they organised a mass demonstration in St Petersburg that a priest, Father Gapon, led. The main aim of the march was to present the tsar with a petition, presenting the grievances of the people. The tsar's army fired on the unarmed crowds, killing many. The news of the violence spread throughout the country. Violence and unrest erupted throughout Russia as people demonstrated their anger towards the tsar. Because the unrest was uncoordinated, the tsar was able to retain his power

[From: *Making History, Learners' Book Grade 11*, R. Deftereos et al, page 109]

**SOURCE 1C**

This source refers to the 1917 February Revolution in Russia and the consequences thereof.

The February Revolution (known as such because of Russia's use of the Julian calendar until February 1918) began on March 8, 1917 (or February 23 on the Julian calendar), when demonstrators clamouring for (demanding) bread took to the streets in the Russian capital of Petrograd (now called St. Petersburg). Supported by huge crowds of striking industrial workers, the protesters clashed with police but refused to leave the streets. On March 10, the strike spread among all of Petrograd's workers, and irate (angry) mobs destroyed police stations. Several factories elected deputies to the Petrograd Soviet, or council of workers' committees, following the model devised during the 1905 revolution. On March 11, the troops of the Petrograd army garrison were called out to quell the uprising. In some encounters, regiments opened fire, killing demonstrators, but the protesters kept to the streets and the troops began to waver. That day, Nicholas again dissolved the Duma. On March 12, the revolution triumphed when regiment after regiment of the Petrograd garrison defected to the cause of the demonstrators. The soldiers subsequently formed committees that elected deputies to the Petrograd Soviet. The imperial government was forced to resign, and the Duma formed a provisional government that peacefully vied with the Petrograd Soviet for control of the revolution. On March 14, the Petrograd Soviet issued Order No. 1, which instructed Russian soldiers and sailors to obey only those orders that did not conflict with the directives of the Soviet. The next day, March 15, Tsar Nicholas II abdicated the throne in favour of his brother Michael (1878–1918), whose refusal of the crown brought an end to the tsarist autocracy.

[From: [www.history.com/topics/vladimir-lenin](http://www.history.com/topics/vladimir-lenin) – Accessed on 26 December 2014.]

**SOURCE 1D**

This source refers to the 1917 October Revolution which eventually forced Tsar Nicholas II to surrender the throne.

By September 1917, Lenin believed the Russian people were ready for another revolution. However, other Bolshevik leaders were not yet quite convinced. On October 10, a secret meeting of the Bolshevik party leaders was held. Lenin used all his powers of persuasion to convince the others that it was time for an armed insurrection. Having debated through the night, a vote was taken the following morning; it was ten to two in favour of a revolution.

The people themselves were ready. In the very early hours of October 25, 1917, the revolution began. Troops loyal to the Bolsheviks took control of the telegraph, power station, strategic bridges, post office, train stations, and state bank. Control of these and other posts within the city were handed over to the Bolsheviks with barely a shot fired.

By late that morning, Petrograd was in the hands of the Bolsheviks – all except the Winter Palace where the leaders of the Provisional Government remained. Prime Minister Alexander Kerensky successfully fled but by the following day, troops loyal to the Bolsheviks infiltrated the Winter Palace.

After nearly a bloodless coup, the Bolsheviks were the new leaders of Russia. Nearly immediately, Lenin announced that the new regime would end the war, abolish all private land ownership, and would create a system for workers' control of factories.

[From: [history1900s.about.com](http://history1900s.about.com) – Accessed on 26 December 2014.]

**SOURCE 1E**

A picture of Lenin addressing a crowd of supporters after the successful October Revolution in Russia. Note the presence of uniformed personnel.



[From: [www.britannica.com/Russian-Revolution-of-1917](http://www.britannica.com/Russian-Revolution-of-1917)]

**QUESTION 2: DID ROOSEVELT'S NEW DEAL ACHIEVE THE OBJECTIVES OF RELIEF, REFORM AND RECOVERY FOR THE AMERICAN ECONOMY?**

**SOURCE 2A**

This source describes the incident of the collapse of the New York Stock Exchange, the impact of the depression and the response of the Roosevelt government to the crisis.

The Great Depression in the United States began on October 29, 1929, a day known forever after as "**Black Tuesday**", when the American stock market – which had been roaring steadily upward for almost a decade – crashed, plunging the country into its most severe economic downturn yet. Speculators lost their shares; banks failed; the nation's money supply diminished; and companies went bankrupt and began to fire their workers in droves. Meanwhile, President Herbert Hoover urged patience and self-reliance: He thought the crisis was just "**a passing incident in our national lives**", that it wasn't the federal government's job to try and resolve. By 1932, one of the bleakest years of the Great Depression, at least one-quarter of the American workforce was unemployed. When President Franklin Roosevelt took office in 1933, he acted swiftly to try and stabilise the economy and provide jobs and relief to those who were suffering. Over the next eight years, the government instituted a series of experimental projects and programs, known collectively as the New Deal, which aimed to restore some measure of dignity and prosperity to many Americans. More than that, Roosevelt's New Deal permanently changed the federal government's relationship to the U.S. populace.

[From: [www.history.com/topics/new-deal](http://www.history.com/topics/new-deal), Accessed on 12 January 2015.]

**SOURCE 2B**

This source explains the banking crisis in the USA during the Great Depression and the measures taken by Roosevelt to bring stability in the banking sector.

At the beginning of the Great Depression the economy was destabilised by bank failures followed by credit crunches. The initial reasons were substantial losses in investment banking, followed by bank runs. (Bank runs occurred when a large number of customers withdrew their deposits because they believed the bank might become insolvent). As the bank run progressed, it generated a self-fulfilling prophecy: as more people withdrew their deposits, the likelihood of default increased, and this encouraged further withdrawals. It destabilised many banks to the point where they faced bankruptcy. Between 1929 and 1933, 40% of all banks went bankrupt. Much of the Great Depression's economic damage was caused directly by bank runs.

Herbert Hoover had already considered a *bank holiday* to prevent further bank runs, but rejected the idea because he was afraid to trip a panic. Roosevelt, however, gave a radio address, held in the atmosphere of a Fireside Chat, and explained to the public in simple terms the causes of the banking crisis, what the government will do and how the population could help. He closed all the banks in the country and kept them all closed until he could pass new legislation.

On March 9, Roosevelt sent to Congress the Emergency Banking Act, drafted in large part by Hoover's top advisors. The act was passed and signed into law the same day. It provided for a system of reopening sound banks under Treasury supervision, with federal loans available if needed. Three-quarters of the banks in the Federal Reserve System reopened within the next three days. Billions of dollars...flowed back into them within a month, thus stabilising the banking system. By the end of 1933, 4 004 small local banks were permanently closed and merged into larger banks... The Glass-Steagall Act limited commercial bank securities activities and affiliations between commercial banks and securities firms to regulate speculations. It also established the Federal Deposit Insurance Corporation (FDIC), which insured deposits for up to \$ 2 500, ending the risk of runs on banks.

This banking reform offered unprecedented stability: While throughout the 1920s more than five hundred banks failed per year; it was less than ten banks per year after 1933.

[Adapted from: [en.wikipedia.org/New\\_Deal](http://en.wikipedia.org/New_Deal), Accessed on 12 January 2015.]

**SOURCE 2C**

President Franklin D. Roosevelt is shown signing a law that created the Tennessee Valley Authority in 1933. President Roosevelt's so-called New Deal liberalism drew largely from ideas of classic liberalism.



[From: [www.americanprogress.org/issues/media/news](http://www.americanprogress.org/issues/media/news), accessed on 13 January 2015]

**SOURCE 2D**

This source gives a critical view of the New Deal in respect of the unequal approach to benefits flowing from government programmes.

The New Deal went a long way towards putting an end to the worst suffering of the Great Depression, but did not end the Depression. We cannot say whether or not it would have ultimately been successful in ending the Depression because the Second World War interrupted. However, the role of the New Deal and Roosevelt in bringing back dignity to a great number of ordinary Americans during the Great Depression years could not be understated.

It is important to note, however, that 'ordinary Americans' did not include most African Americans, who were ignored by the New Deal Programmes. Tenant farmers, farm labourers and domestic workers – all occupations mostly filled by black Americans – did not qualify for unemployment benefits, minimum wages or farm subsidies. Segregation policies continued to apply in the Southern states and segregation was applied in the armed forces and the CCC. Voting rights continued to be denied to African Americans in many of the Southern states. In the workplace, African Americans were usually last to be hired and first to be fired. For women, jobs were very hard to find. Where they did find employment, it was most often because they could be paid less than men. However, as workers they also gained the rights afforded to all workers under the Wagner Act.

[Adapted from: *Via Afrika History, Grade 11 Learner's Book*, S. Grove et al, page 92]

**QUESTION 3: HOW DID NAZI PROPAGANDA LEAD TO THE EXTERMINATION OF MINORITIES IN NAZI GERMANY?**

**SOURCE 3A**

This source explains Hitler's (and Nazi Party's) views on race and the belief in the superiority of the German race.

Soon after he took power, Hitler began introducing laws to create his racial state. Hitler's ideas were built on his concept of race. He believed in the hierarchy of races and in the ideas of **Social Darwinism**; that life was about the 'survival of the fittest' in a constant struggle between races. Furthermore, he believed that it was critical to maintain racial purity so that the strong would not be undermined by the blood of the weak. The '**Aryan race**' was at the top of Hitler's hierarchy of races. They were the **Herrenvolk** or **master race**, made up of the peoples of northern Europe. Hitler's perception of the ideal Aryan was that of blond, blue-eyed Germans, which to him were the finest examples of the Aryan race. Hitler believed that it was the task of the Aryans to remain pure and to subjugate (oppress) the inferior races. At the bottom of his racial hierarchy were Africans, Slavs, Roma and Sinti (Gypsies) and Jews. Hitler particularly hated the Jews, displaying a violent and irrational anti-Semitism. Hitler's ideas were not unique – he drew from the research in scientific racism of the time. There were two main sources for Hitler's thinking: the United State of America and German anthropologists researching in the German colonies.

[From: Via Afrika History Grade 11 Learner's Book, by S. Grove *et al* at page 134]

**SOURCE 3B**

The source contains an extract from *Mein Kampf* by Adolf Hitler in which he explains his racial theories against the Jews. The source further exposes Hitler's hatred of the Jews.

"The Nazi philosophy by no means believes in equality of races, but along with their differences, it recognises their higher or lesser value and feels obligated to promote the victory of the better and stronger, and demands the subjugation (oppression) of the inferior and weaker in accordance with the eternal will that dominates this universe... All human culture that we see before us today, are almost exclusively the creative product of the Aryan... Subjugated peoples benefit from being conquered because they learn from the superior Aryan race who has to remain the absolute master and not to inter-marry inferior conquered peoples... But it is the Jews who are engaged in a conspiracy to keep the master race from assuming its rightful position as rulers of the world, by tainting its racial and cultural purity.

The Jews lack... the idealistic spirit... The Jew is and remains a parasite... spreading his influence wider and wider... He poisons the blood of others but preserves his own blood... to mask his tactics and fool his victims, he talks of the equality of all men, no matter what their race or colour may be... He strives to [*improve*] the conditions under which the workers work, in reality his aim is to enslave and thereby annihilate the non-Jewish race... The Jew uses every possible means to undermine the racial foundations of a subjugated people... The Jews were responsible for bringing Negroes into the Rhineland, with ultimate idea of bastardising the white race which they hate; and thus lowering its cultural and political level so that the Jews might dominate."

[Adapted from: *Mein Kampf* (My Struggle) by Adolf Hitler]



**SOURCE 3C**

This source gives details of the killing of Jews in various countries in Europe by Nazi Germany.

The goal of annihilating all of the Jews of Europe, as it was proclaimed at the conference in the *villa Am Grossen Wannsee* in January 1942, was not reached. Yet the six million murder victims make the **holocaust** a unique crime in the history of mankind. The number of victims – and with certainty the following represent the minimum number in each case – cannot express that adequately. Numbers are just too abstract. However they must be stated in order to make clear the dimension of the genocide: 165 000 Jews from Germany, 65 000 from Austria, 32 000 from France and Belgium, more than 100 000 from the Netherlands, 60 000 from Greece, the same number from Yugoslavia, more than 140 000 from Czechoslovakia, half a million from Hungary, 2,2 million from the Soviet Union, and 2,7 million from Poland. To these numbers must be added all those killed in the pogroms and massacres in Romania and Transilvania (over 200 000) and the deported and murdered Jews from Albania and Norway, Denmark and Italy, from Luxembourg and Bulgaria.

[From: Benz, Wolfgang, *The Holocaust: A German Historian Examines the Genocide*]

**SOURCE 3D**

Emancipated (freed) survivors of one of the largest Nazi concentration camps, at Ebensee, Austria, entered by the 80<sup>th</sup> division, U.S. Third army on May 7, 1945.



[From: [www.history.com/topics/holocaust-concentration-camps](http://www.history.com/topics/holocaust-concentration-camps), accessed on 20 January 2015]

**ACKNOWLEDGEMENTS**

Visual sources and other historical evidence were taken from the following:

Benz, W. *The Holocaust: A German Historian Examines the Genocide*

Deftereos, R. *et al, Making History, Learners' Book Grade 11*

Hitler, A. *Mein Kampf*

Lynch, M. *Reactions and Revolutions: Russia 1881 - 1924*

Grove, S. *et al, Via Afrika History, Grade 11 Learners' Book*

Internet Source: [www.americanprogress.org/issues/media/news](http://www.americanprogress.org/issues/media/news)

Internet Source: [www.britannica.com/Russian-Revolution-of-1917](http://www.britannica.com/Russian-Revolution-of-1917)

Internet Source: [www.history.com/topics/vladimir-lenin](http://www.history.com/topics/vladimir-lenin)

Internet Source: [www.history.com/topics/holocaust-concentration-camps](http://www.history.com/topics/holocaust-concentration-camps)

Internet Source: [www.history.com/topics/new-deal](http://www.history.com/topics/new-deal)

Internet Source: [www.history1900s.about.com](http://www.history1900s.about.com)

[en.wikipedia.org/New-Deal](http://en.wikipedia.org/New-Deal)

















Province of the  
**EASTERN CAPE**  
EDUCATION

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 11**

**NOVEMBER 2015**

**HISTORY P1  
MEMORANDUM**

**MARKS: 150**

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This memorandum consists of 23 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 (L1)</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% (15)</b>
<b>LEVEL 2 (L2)</b>	<ul style="list-style-type: none"> <li>• Interpretation of evidence from sources.</li> <li>• Explain information gathered from sources.</li> <li>• Analyse evidence from sources.</li> </ul>	<b>40% (20)</b>
<b>LEVEL 3 (L3)</b>	<ul style="list-style-type: none"> <li>• Interpret and evaluate evidence from the 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% (15)</b>

### 1.2 The following information below indicates how to 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.

## 2. EXTENDED WRITING

### 2.1 The extended writing questions focus on one of the following levels:

#### LEVELS OF QUESTIONS

<b>LEVEL 1</b>	<ul style="list-style-type: none"><li>• Discuss or describe according to a given line of argument set out in the extended writing question.</li><li>• Plan and construct an argument based on evidence, using the evidence to reach a conclusion.</li></ul>
<b>LEVEL 2</b>	<ul style="list-style-type: none"><li>• Synthesise information to construct an original argument using evidence to support the argument.</li><li>• Sustain and defend a coherent and balanced argument with evidence.</li><li>• Write clearly and coherently in constructing the argument.</li></ul>

### 2.2 Marking of essays 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 learners 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' opinion 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 and
- The learner's interpretation of the question

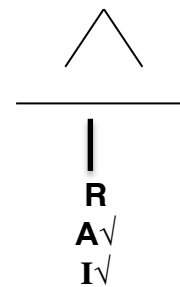
## 2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing essays.

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

2.4.3 The following additional symbols can also be used:

- Introduction, main aspects and conclusion not properly contextualised
- Wrong statement
- Irrelevant statement
- Repetition
- Analysis
- Interpretation



## 2.5 The Matrix

2.5.1 Use of analytical matrix in the marking of essay:

In the marking of essays, with reference to page 5, 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.

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

C	LEVEL 4	



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

C	LEVEL 4	
P	LEVEL 5	

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

C	LEVEL 4	33–34
P	LEVEL 5	

## MARKING MATRIX FOR ESSAY: TOTAL MARKS – 50 (THE MATRIX)

	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<b>PRESENTATION</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>CONTENT</b> 							
<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 not 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

**SECTION A: SOURCE-BASED QUESTIONS****QUESTION 1: HOW DID MASS MOBILISATION OF THE PEOPLE LED TO THE DOWNFALL OF THE TSARIST REGIME IN RUSSIA IN 1917?**

1.1 1.1.1 *[Extraction of evidence from Source 1A – L1]*

- A government where the ruler exercises power to the exclusion of the people.
- A government where the people have no say in matters of state.
- The ruler rules with despotic powers.
- Any other relevant response. (Any 1 x 2) (2)

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

- An opportunity for Russia to modernise herself. (1 x 2) (2)

1.1.3 *[Interacting with and interpretation of evidence from Source 1A – L2]*

- He was protecting the privileges of the ruling elite.
- Had no regard for democracy and human rights.
- Any reform would challenge the power basis of the monarchy.
- Had no respect for the ordinary people. (Any 2 x 2) (4)

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

- They wanted political reforms.
- They viewed the government as incompetent and corrupt.
- They realised that the Tsar was not interested in improving the lot of the unprivileged classes.
- Any other relevant response. (Any 1 x 2) (2)

1.2 1.2.1 *[Extraction of evidence from Source 1B – L1]*

- The government was incompetent.
  - Government was responsible for economic hardships.
- (Any 1 x 2) (2)

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

- To present a petition to the Tsar.
  - To highlight the grievances of the people.
- (Any 1 x 2) (2)

1.2.3 *[Interpretation of evidence from Source 1B – L2]*

- They were acting on the instruction of the tsar.
  - The army felt threatened by the crowd.
  - The army wanted to suppress any form of discontent against the tsar.
  - Any other relevant response.
- (Any 1 x 2) (2)

1.2.4 *[Evaluate and interpret evidence from Source 1B – L3]*

- It mobilised the people to protest against government inefficiency.
  - A greater number of people across Russia were influenced by the demonstration.
  - The tsar was sensitised to the suffering of the people.
  - It presented an opportunity for Russians to act in unity.
  - Any other relevant response.
- (Any 1 x 2) (2)

1.3 *[Comparison and analysis of evidence from Sources 1B and 1C – L2]*

- In Source 1A the people are turned against the tsar and as a consequence we see them protesting against the government in Source 1B.
  - Both sources highlight the discontent and mobilisation of the masses.
  - Any other relevant response.
- (Any 1 x 2) (2)

- 1.4 1.4.1 *[Explanation/definition of a historical concept from Source 1C – L2]*
- They demanded better working conditions.
  - They demonstrated against slave wages.
  - There were food shortages in Russia.
  - Life was tough even for the employed.
  - Any other relevant response. (Any 2 x 2) (4)
- 1.4.2 *[Interpretation and analysis of evidence from Source 1C – L2]*
- They also were experiencing the same difficulties as the demonstrators.
  - They wanted a change for the better.
  - Saw an opportunity to act against the tsar under the protection of the masses.
  - Any other relevant response. (Any 2 x 2) (4)
- 1.4.3 *[Definition of a historical concept using evidence from Source 1C – L1]*
- A soviet is an elected council of workers' committees.
  - A representative body of workers that exercises political power.
  - Any other relevant response. (Any 1 x 2) (2)
- 1.5 1.5.1 *[Interpretation and analysis of evidence from Source 1D – L2]*
- He believed that the people were ready for a successful revolution.
  - The Bolsheviks were enjoying unprecedented support and popularity.
  - Even state institutions were ready for a change of government.
  - Any other relevant response. (Any 1 x 2) (2)
- 1.5.2 *[Analysis and interpretation of evidence from Source 1D – L2]*
- JUSTIFIED**
- The people were ready.
  - The Bolsheviks were accepted as *de facto* governing party in Russia.
  - The Kerensky government did not enjoy the support of the people.
  - Any other relevant response.
- OR**
- NOT JUSTIFIED**
- The leadership of the Bolsheviks were in doubt and that could have led to failure.
  - It could have led to bloodshed and loss of countless lives.
  - Any other relevant response. (Any 1 x 2) (2)



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

- Ending of Russia's participation in WWI.
- Abolition of all private ownership of land.
- Creation of a system of worker's control of factories. (3 x 1) (3)

1.6 1.6.1 *[Analysis and evaluation of information from Source 1D – L2]*

- The armed forces were also in support of the Bolsheviks.
- Some of the uniformed personnel represent the soldiers who had defected to the side of the revolutionaries.
- Any other relevant answer. (Any 1 x 2) (2)

1.6.2 *[Evaluation of the reliability of Source 1E – L2]*

**RELIABLE (A response. that says the source is unreliable should not be accepted.)**

- The source is a visual source showing Lenin addressing the people in person.
- There is a huge crowd in attendance listening to Lenin and this is in keeping with popularity of the Bolsheviks in Russia.
- The source is very credible (Encyclopaedia Britannica).
- The uniformed personnel in the crowd confirms the defection of police and soldiers to the ranks of the revolutionaries.
- Any other relevant response. (Any 1 x 3) (3)

1.7 [Paragraph – interpretation, analysis and synthesis of information from all relevant sources – L3]

- Bolsheviks came into power as a result of the October Revolution in 1917, a peoples' uprising.
- The people lost hope of any voluntary reforms coming from the tsar. (Source 1A)
- The people began to look at ways of removing the incompetent government. (Source 1A)
- The 1905 Revolution became the first attempt at challenging the authority of the state. (Source 1B)
- The second attack of the government took place in 1917, the February Revolution. (Source 1C).
- The tsar abdicated and was replaced by a provisional government. End of autocracy in Russia. (Source 1C).
- The Bolsheviks, under Lenin, gained a lot of support.
- Bolsheviks overthrew the government in October 1917. (Source 1D)
- Popularity of the Bolsheviks is evident in Source 1E.

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 the extent to which the peoples' struggles led to the downfall of the tsar.</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 the extent to which the peoples' struggles led to the downfall of the tsar.</b></li> <li>• Uses evidence in a very basic manner.</li> </ul>	<b>Marks: 3–5</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence, e.g. <b>demonstrates a thorough understanding of the extent to which the peoples' struggles led to the downfall of the tsar.</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>	<b>Marks: 6–8</b>

(8)  
[50]

**QUESTION 2: DID ROOSEVELT'S NEW DEAL ACHIEVE THE OBJECTIVES OF RELIEF, REFORM AND RECOVERY FOR THE AMERICAN ECONOMY?**

2.1 2.1.1 *[Extraction of information from Source 2A – L1]*

- Speculators lost their shares
- Banks closed
- Money supply diminished
- Companies went bankrupt
- Workers lost their jobs (Any 4 x 1) (4)

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

- The collapse of a country's economy leading to the devaluation of that country's currency.
- Failure of the US economy after the collapse of the New York Stock Exchange in 1929.
- An economic crisis that followed a decade of economic prosperity in the USA.
- Any other relevant response. (Any 1 x 2) (2)

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

**JUSTIFIED**

- He believed that the economy would in due course recover from the setback.
- It was government policy not to interfere in the economy as he had faith in the functioning of the economy.
- They were buoyed by the prosperity of the 1920s.
- Any other relevant answer.

**OR**

**NOT JUSTIFIED**

- His government failed to recognise the enormity of the problem they were facing.
- Government disregarded the accumulative effects of the fault lines in the US economy.
- His trust in the free market economy was exaggerated.
- Any other relevant response. (Any 2 x 2) (4)

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

- Hoover believed that the government **should not try** to resolve the economic crisis, while Roosevelt felt that the government **needed to intervene** strategically.
- Hoover hoped for an economic recovery influenced by the **principles of a free market economy**, in the meantime Roosevelt held the view that the government had the **responsibility to direct economic recovery**.
- Hoover's approach was influenced by the Republican Party whereas Roosevelt advanced the policy of the Democratic Party.
- Any other relevant response. (Any 2 x 2) (4)

2.2 2.2.1 *[Extraction of evidence from Source 2B – L1]*

- The customers believed that the banks may run out of money and close.
- Fear of losing their savings.
- Did not trust the banks to survive the crisis. (Any 1 x 2) (2)

2.2.2 *[Interpretation of information from Source 2B – L2]*

- The public received information that enabled them to understand the challenges facing the banking sector.
- The public regained confidence in the banks.
- Provided comfort for the investors in that they could see that government had a plan for the banking sector.
- Any other relevant answer. (Any 1 x 2) (2)

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

- He did not want to cause further panic and strain in the economy. (1)

2.2.4 *[Analysis, evaluation and interpretation of evidence from Source 2B – L2]***JUSTIFIED (A response. that says not justified is unacceptable)**

- He wanted to create confidence in the banking sector.
- He wanted an emergency legislative framework to regulate the banking environment.
- He needed to facilitate economic recovery.
- The situation necessitated quick government response.
- Any other relevant response. (Any 2 x 2) (4)

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

- There was unprecedented stability in the banking sector. (1 x 2) (2)

- 2.3 2.3.1 *[Interacting with Source 2C as a stimulus to formulate a response – L2]*
- More than twenty dams were built.
  - Cheap hydro-electricity was generated.
  - Low-cost housing.
  - Employment opportunities created.
  - Any other relevant response. (Any 2 x 2) (4)
- 2.3.2 *[Interpretation, analysis and comparison of evidence from Source 2C and Source 2A – L2]*
- Source 2C shows Roosevelt signing the Tennessee Valley Authority Act as part of government intervention in the economy which is captured very well in Source 2A.
  - Source 2C shows members of the Roosevelt administration fully behind the president in his efforts, while in Source 2A Hoover's indecision made the impact of the depression worse.
  - Any other relevant answer. (Any 2 x 2) (4)
- 2.3.3 *[Evaluation, analysis and interpretation of evidence from Source 2C – L3]*
- The source only deals with one aspect of the New Deal.
  - The signing ceremony could have been a publicity stunt.
  - Any other relevant response. (Any 1 x 2) (2)
- 2.4 2.4.1 *[Evaluation and interpretation of information from Source 2D – L2]*
- It restored dignity of the American people.
  - Did not end the Depression, but led to the recovery of the US economy.
  - The suffering of the American population was minimised.
  - Excluded other American citizens from benefitting from the New Deal.
  - Segregation policies militated against the universal application of the New Deal. (Any 1 x 3) (3)
- 2.4.2 *[Interpretation and analysis of evidence from Source 2D – L2]*
- Segregation policies were applied.
  - The American society was still characterised by racial inequalities.
  - The government prioritised white people for relief support.
  - Gender-based segregation was in practice, hence women were not benefitting, as they should have from the New Deal.
  - Any other relevant answer. (Any 2 x 2) (4)

2.5 [Paragraph – Interpretation, analysis and synthesis of information from a selected sources – L3]

- Source 2A shows the contrasting administrations' response. to the US crisis.
- Roosevelt champions the cause of government intervention in the economy. (Source 1A)
- Relief measures are put in place.
- The banking crisis is dealt with in Source 2B.
- The passing of the Emergency Banking Act and the Fireside Chats restored investor confidence in the banking system and banks. (Source 2B)
- Source 2C shows government commitment to direct the economic recovery of USA.
- The success of the New Deal is emphasised in Source 2D and the fact that it restored the dignity of Americans.
- Source 2D also reveals the racial segregation and how it impacted those groups in society who were at the receiving end of the segregation policies.
- It can be boldly said the New Deal did, to a greater extent, succeed in bringing about relief, recovery and reform.

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 the extent to success of the New Deal.</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 the extent of success of the New Deal.</b></li> <li>• Uses evidence in a very basic manner.</li> </ul>	<b>Marks: 3–5</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence, e.g. <b>demonstrates a thorough understanding of the success of the New Deal.</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>	<b>Marks: 6–8</b>

(8)  
[50]

**QUESTION 3: HOW DID NAZI PROPAGANDA LEAD TO THE EXTERMINATION OF MINORITIES IN NAZI GERMANY?**

- 3.1 3.1.1 *[Extraction of evidence from Source 3A – L1]*
- He believed in the hierarchy of races.
  - He believed in the ideas of Social Darwinism.
  - It was critical to maintain racial purity. (3 x 1) (3)
- 3.1.2 *[Extraction of information from Source 3A – L1]*
- They had the responsibility to subjugate inferior races.
  - They had the ability to remain pure.
  - They have the finest genes. (3 x 1) (3)
- 3.1.3 *[Interpretation of evidence from Source 3A – L2]*
- He was influenced by pseudo-scientific theories of racism.
  - He believed that the Jews were sub-humans.
  - He blamed them for the defeat of Germany during WW2.
  - He saw them as a threat to the purity of the German race.
  - Any other relevant answer. (Any 2 x 2) (4)
- 3.1.4 *[Definition of a historical concept from Source 3A – L1]*
- A strong feeling of hatred against Jewish people.
  - Fundamental prejudice against anyone of Jewish extraction. (Any 1 x 2) (2)
- 3.1.5 *[Evaluation and interpretation of evidence from Source 3A – L2]*  
**CANNOT BE JUSTIFIED**
- Hitler's views were fundamentally racist.
  - He was motivated by extreme hatred of the Jews.
  - He wanted a scapegoat to blame for the misfortune of Germany.
  - He was actually promoting racial hatred.
  - His views amounted to hate speech.
  - Any other relevant response. (Any 2 x 2) (4)

- 3.2 3.2.1 *[Extraction of evidence from Source 3B – L1]*
- They learn from the superior Aryan race. (1 x 2) (2)
- 3.2.2 *[Extraction of information from Source 3B – L1]*
- The Aryan race should remain pure.
  - Not to be contaminated by inferior races. (Any 1 x 2) (2)
- 3.2.3 *[Interpretation and evaluation of evidence from Source 3B – L2]*  
**RELIABLE (Not Reliable must not be accepted)**
- The views attributed to Hitler are consistent with his actions.
  - It is an extract from a book written by Hitler.
  - The subsequent actions of Hitler's government are testimony of the views he held.
  - Any other relevant response. (Any 1 x 2) (2)
- 3.2.4 *[Interpretation of evidence from Source 3B – L2]*
- The Germans would develop a deep-seated hatred of Jews
  - The Jews were blamed for all that was not right in Germany
  - The erstwhile united German nation was divided along ethnic lines
  - Created a society founded on mistrust and suspicion
  - Bred racial prejudice
  - Any other relevant response. (Any 2 x 2) (4)



- 3.3 *[Comparison of Source 3A and 3B – L2]*
- Both sources relate to the racist treatment views held against the Jews by the Nazis.
  - In Source 3A Hitler's views on race are stated and Source 3B corroborates the views contained in Source 3A.
  - Both sources represent German prejudice against the Jews.
  - In Source 3B Hitler puts forward his justification as to why he believes in Source 3A that the Jews are an inferior race.
  - Any other relevant answer. (Any 2 x 2) (4)
- 3.4 3.4.1 *[Definition of a historical concept from Source 3C – L1]*
- Deliberate, systematic and senseless mass killing of Jews and other minorities by Nazi Germany during the Second World War. (1 x 2) (2)
- 3.4.2 *[Interpretation of evidence from Source 3C – L2]*
- Almost an entire generation of the Jews was killed.
  - The aim of the Nazis was wipe the Jews out of the face of the earth.
  - The killing was planned and deliberate, and executed by government agencies.
  - Any other relevant response. (Any 1 x 2) (2)
- 3.4.3 *[Extraction of information from Source 3C – L1]*
- Poland (1 x 1) (1)
- 3.5 3.5.1 *[Interpretation of evidence from Source 3D – L2]*
- The inhuman treatment of Jews under Nazi Germany.
  - The brutality of Nazi Germany.
  - Any other relevant response. (Any 1 x 3) (3)
- 3.5.2 *[Comparison of Source 3C and 3D – L2]*
- To show the extent of Nazi brutality to the rest of the world.
  - To portray USA as the liberator of the Jews from German subjugation.
  - To provide evidence of the imminent defeat of Germany.
  - Any other relevant response. (Any 2 x 2) (4)

3.6 [Paragraph – Interpretation, analysis and synthesis of information from a selected sources – L3]

**The candidate must use relevant sources in order to answer this question. Reference must be made to all the sources as evidential material.**

- Hitler's ideas formed the basis of Germany's attitude towards the Jews.
- Hitler believed the hierarchy of races where the Jews are at the base of that order. (Source 3A)
- The Germans were indoctrinated into believing that they belonged to a superior master race. (Source 3A)
- This propaganda was justified by references to pseudo-scientific theories.
- Hitler's hatred and prejudice against the Jews is dramatically detailed in Source 3B.
- Jews were described as parasites and devious. (Source 3B)
- The Nazi government had a clearly stated goal of annihilating all Jews in the Reich. (Source 3C)
- The mass killing of Jews was a result of a concerted effort to dehumanise them. (Source 3C)
- Source 3D shows in photographic details how the Jews were treated in the concentration camps.

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 how Nazi propaganda led to the extermination of the Jews.</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 how Nazi propaganda led to the extermination of the Jews.</b></li> <li>• Uses evidence in a very basic manner.</li> </ul>	<b>Marks: 3–5</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence, e.g. <b>demonstrates a thorough understanding of how Nazi propaganda led to the extermination of the Jews.</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>	<b>Marks: 6–8</b>

(8)  
[50]

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

Candidates may answer only ONE of the following two essays.

**4.1 SYNOPSIS**

Candidates should indicate whether they agree or disagree with the question statement. The candidates should focus on the impact and success of the NEP on Russia's economy after the disastrous War Communism. The failures of War Communism and the criticism from ardent communists should be made a point of departure for the discussion.

**MAIN ASPECTS****INTRODUCTION**

- Introduction should project the unhappiness of some in the Communist Party about the dual economic policy approach of Lenin and juxtapose War Communism's failure with the introduction of the more successful NEP. Reference be made to the unhappiness of ardent communists about what they called "creeping capitalism".

**ELABORATION**

- The Bolsheviks coming into power on a communist agenda
- Failure of War Communism—reaction of the peasants – lawlessness
- Revolt by the navy at the Kronstadt Naval Base
- Lenin's assessment of the situation
- Introduction of NEP – compromise with capitalism
- Focus on agriculture
- Focus on industry
- Focus on trade and banking
- Impact of the NEP on the Russian economy
- Criticism of NEP by ardent communists
- NEP and unemployment

**CONCLUSION**

- Candidates should tie up the argument with a relevant conclusion that is in keeping with the line of argument.

**[50]****OR**

## 4.2 SYNOPSIS

Candidates should indicate the extent, whether greater or lesser, to which Stalin succeeded in modernising Russia. The content focus must be on economic development and planning under Stalin and the impact thereof on Russia. Having taken a stand the candidate must maintain a clear line of argument in support of the viewpoint taken.

### MAIN ASPECTS

#### INTRODUCTION

- Introduction should focus on Stalin's efforts to consolidate communism in Russia and the modernisation and economic development of Russia through the Five Year Plan Programme.

#### ELABORATION

- Election of Stalin as the leader of Russia after Lenin
- Stalin's opposition to the NEP – withdrawal of the NEP
- Stalin's objectives – Economic Development and Planning
- Role of Gosplan
- First Five Year Plan – Agriculture, industry, mining
- Second Five Year Plan – Continued industrialisation, improvement on quality, improve standard of living
- Third Five Year Plan and the Second World War
- Impact on economy
- Closed nature of the Russian society

#### CONCLUSION

- Candidates should tie up the argument with a relevant conclusion that is in keeping with the line of argument.

**[50]**

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

Candidates may answer only ONE of the following two essays.

**5.1 SYNOPSIS**

Candidates should demonstrate their understanding of the extent to which the underlying weaknesses (latent defects) in the American economy undermined long-term sustainable growth of the US economy and leading to the Great Depression. This understanding will be evident when candidates use historical knowledge and skills to construct their essay and maintain a clear and steady line of argument.

**MAIN ASPECTS****INTRODUCTION**

- Introduction should focus on the nature of the American economy in the 1920s highlighting the integrated nature of the defects in that economy leading to the Great Depression.

**ELABORATION**

- Economic boom of the 1920s under the Republican Party
- Uneven distribution of wealth
- Isolation policy applied in the economy
- Large monopoly companies
- Government's failure to stop malpractices
- Unregulated banking system – Lack of monitoring
- Overproduction in agriculture
- Easy credit and extravagance
- Over speculation in the stock market
- Panic sales of shares
- Wall Street Crash, October 1929

**CONCLUSION**

- Candidates should tie up the argument with an appropriate conclusion relevant to the line of argument taken.

**[50]****OR**

## 5.2 SYNOPSIS

Candidates should demonstrate a thorough understanding of the impact the Great Depression had on the economic, social and political life of USA. Specific examples to be given.

### MAIN ASPECTS

#### INTRODUCTION

- Introduction should focus on the impact of the Great Depression and highlighting the link between the causes and consequences of the Great Depression.

#### ELABORATION

- Republican Party's policy of non-interference in the economy
- The collapse of the New York Stock Exchange – Black Thursday
- Economic collapse
- Industries closed down as business became unprofitable
- Unprecedented unemployment
- Inability to repay loans
- Closure of banks – recalled loans
- Houses and cars re-possessed by the banks
- Number of the homeless people, the hungry and the destitute increased
- Bread lines and soup kitchens
- Agricultural production slumped – 'Dust Bowl'
- Upsurge in social ills – crime
- Hoover – unable to solve the problems – 'Hooverilles'
- 1933 elections – Democratic Party victory

#### CONCLUSION

- Candidates should tie up the argument with an appropriate conclusion. **[50]**

**QUESTION 6: IDEAS OF RACE IN THE LATE 19<sup>th</sup> AND 20<sup>th</sup> CENTURIES****SYNOPSIS**

Candidates to indicate in the affirmative or in the negative their stand in respect of the question posed and maintain a relevant line of argument. Candidates should analyse and discuss the effects of the application of eugenics and Social Darwinism as implemented by the white settler population in Australia. The candidates must demonstrate understanding of the link between the policy and practice. Also of importance is to indicate the extent to which these policies influenced the thinking of the white population in Australia.

**MAIN ASPECTS****INTRODUCTION**

- Introduction should focus on the application and impact of eugenics and Social Darwinism in Australia by the white settler population. A definition of each of these concepts may be accepted. The candidates must demonstrate understanding of the link between these theories.

**ELABORATION**

- British colonisation and occupation of Australia
- Policy of an 'empty land' – *terra nullius*
- Persecution of the Aboriginal communities
- Application of eugenics policies on the Aborigines
- The land question and the National Blanket Day
- White immigration from Europe
- White mothers encouraged to have more children – five pounds for each white child born
- Racial decay and racial suicide – influencing immigration policies
- Policy of assimilation
- The Stolen Generation – half-caste children
- Lost identity
- Genocide – a generation of Aborigines decimated
- Attempts at reconciliation – National Sorry Day, rejection of the *terra nullius* policy

**CONCLUSION**

- Candidates should tie up the argument with a relevant conclusion that is in keeping with the assumed line of argument.

**[50]****TOTAL: 150**