



Province of the  
**EASTERN CAPE**  
EDUCATION

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 11**

**NOVEMBER 2013**

**HISTORY P1  
MEMORANDUM**

**MARKS: 150**

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This memorandum consists of 19 pages.

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## SOURCE-BASED QUESTIONS

1.1 The following levels of questions is used to assess source-based questions:

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

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

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

### 2.1 Marking of extended writing

- **MARKERS MUST BE AWARE THAT THE CONTENT OF THE ANSWER WILL BE GUIDED BY THE TEXTBOOKS IN USE AT THE PARTICULAR CENTRE.**
- **CANDIDATES MAY HAVE ANY OTHER RELEVANT INTRODUCTION AND OR CONCLUSION THAN THOSE INCLUDED IN A SPECIFIC EXTENDED WRITING MARKING GUIDELINE.**
- **IN ASSESSING THE OPEN-ENDED SOURCE-BASED QUESTIONS CANDIDATES SHOULD BE GIVEN CREDIT FOR ANY OTHER RELEVANT RESPONSE.**

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

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

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

### Assessment procedures of extended writing

1. Keep the synopsis in mind when assessing extended writing.
2. During the first reading of the extended writing ticks need to be awarded for a relevant introduction (indicated by a bullet in the marking guideline/memorandum), each of the main points/aspects that is properly contextualised (also indicated by bullets in the marking guideline/memorandum) and a relevant conclusion (indicated by a bullet in the marking guideline/memorandum) e.g. in an answer where there are 5 main points there will be 7 ticks.

3. The following additional symbols can also be used:

- introduction, main aspects and conclusion not properly contextualised
- wrong statement
- irrelevant statement
- repetition
- analysis
- interpretation



3. The matrix

#### 3.1 Use of analytical matrix in the marking of extended writing (refer to page 5)

In the marking of extended writing 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.

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

C	LEVEL 4	

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

C	LEVEL 4	
P	LEVEL 5	

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

C	LEVEL 4	30 – 33
P	LEVEL 5	

## GRADE 11 EXTENDED WRITING ANALYTIC MATRIX – TOTAL MARKS: 30

PRESENTATION        <b>CONTENT</b>	<b>LEVEL 7</b> Very well planned and structured. Good synthesis of information Constructed an argument Very good use of evidence to support the argument	<b>LEVEL 6</b> Well planned and structured Synthesis of information Constructed an argument Evidence used to support the argument	<b>LEVEL 5</b> Writing structured. Constructed an argument Evidence used to support argument	<b>LEVEL 4</b> Clear attempt to construct an argument Evidence used to a large extent to support the argument	<b>LEVEL 3</b> Some attempt to organise the information into an argument Evidence not well used in supporting the argument.	<b>LEVEL 2</b> Largely descriptive /with little some attempt to develop an argument.	<b>LEVEL 1</b> Answer not at all well-structured.
<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	39-39				
<b>LEVEL 5</b> Question answered to a great extent. Content adequately covered and relevant.	38-39	36-37	34-35	33-34			
<b>LEVEL 4</b> Question recognisable in answer. Some omissions/irrelevant content selection.			30-33	28-29	26-27		
<b>LEVEL 3</b> Content selection does not always relate. Omissions in coverage.				26-27	24-25	20-23	
<b>LEVEL 2</b> Sparse content. Question inadequately addressed					20-23	18-19	15-17
<b>LEVEL 1</b> Question not answered. Inadequate content. Significant irrelevance						20	0-13

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

- 1.1 1.1.1 *[Level 2: Explain historical concepts]*
- (a)
    - Economic system based on private ownership
    - Economic system based on the private accumulation of wealth (1 x 2) (2)
  - (b)
    - Discrimination of people
    - System where no liberties are allowed
    - Any other relevant response (1 x 2) (2)
- 1.1.2 *[Level 1: Extraction of evidence from source]*
- They were oppressed
  - They were impoverished
  - Unbearable work was imposed upon them
  - They were not recognised as human beings
  - They were treated like slaves
  - They had no human rights
  - Any other relevant response (Any 2 x 1) (2)
- 1.1.3 *[Level 2: Interpretation of sources]*
- Not recognised as human beings
  - They must bear their fate and keep silent
  - Ignorance and lack of rights
  - Treated as slaves
  - Any other relevant response (Any 1 x 2) (2)
- 1.1.4 *[Level 2: Interpretation of source]*
- Autocratic ruler
  - Dictator
  - Any other relevant response (Any 1 x 1) (1)
- 1.1.5 *[Level 2: Interpretation of sources]*
- Tsar’s army fired on the protesters
  - Tsar’s army killed many unarmed protesters
  - He suppressed the protest violently
  - Any other relevant response (Any 1 x 2) (2)
- 1.1.6 *[Level 2: Interpretation of sources/views expressed by source]*
- Tsar introduced a parliament/Duma
  - Political prisoners were given freedom
  - Political parties and trade unions were legalised
  - Censorship was lifted
  - Any other relevant response (Any 2 x 2) (4)

- 1.1.7 *[Level 3: Engage with questions of bias, reliability and usefulness of sources]*
- It is a primary source
  - It was the direct words of the leader of the march
  - It is a first-hand account of the event
  - Events can be corroborated with other historical evidence
  - Any other relevant response (Any 2 x 2) (4)
- 1.2 1.2.1 *[Level 2: Interpretation of sources]*
- To honour her commitment to the Triple Entente
  - To help Serbia against Austria
  - Any other relevant response (Any 1 x 1) (1)
- 1.2.2 *[Level 1: Extraction of evidence from source]*
- Tannenberg
  - Augustovo (Any 2 x 1) (2)
- 1.2.3 *[Level 2: Interpretation of sources]*
- Troops were underfed.
  - Troops were ill-equipped.
  - Troops had no ammunition.
  - Any other relevant response (Any 2 x 1) (2)
- 1.2.4 *[Level 2: Interpretation of sources]*
- Russians blamed the tsar for their suffering
  - Tsar became unpopular
  - Led to major strikes that was supported by the tsar's army.
  - Tsar was forced to abdicate
  - Any other relevant response (Any 2 x 1) (2)
- 1.2.5 *[Level3: Interpret and evaluate information and data from sources]*
- Food shortages in Russia.
  - Food prices increased (inflation).
  - Increase in cost of living.
  - Any other relevant response (Any 2 x 2) (4)
- 1.2.6 *[Level 2: Compare information in sources]*
- Food shortages in visual source – troops underfed in written source.
  - Any other relevant response (1 x 2) (2)
- 1.3 1.3.1 *[Level 2: Interpretation of sources]*
- They continued the war against the allied powers.
  - They did not provide bread for the people.
  - They did not redistribute the land to the peasants.

- Leave the landlords on the land
- Any other relevant response (Any 2 x 1) (2)

1.3.2 [Level 2: Interpretation of sources]

- “Peace” – Russia’s participation in the First World War must be ended to bring “peace”
- “bread” – Government must provide “ food” because there were food shortages in Russia
- “land” – Government must redistribute the land to the peasants.
- Any other relevant response (Any 3 x 2) (6)

1.3.3 [Level 2: Interpretation of sources]

- Communism
- Marxism
- Any other relevant response (Any 1 x 2) (2)

1.4 [Level 3: Interpret and evaluate information and data from sources]

- Capitalism only benefitted the rich landlords
- Workers were exploited (unbearable work)
- Workers became poor
- Tsar supported exploitation (Bloody Sunday)
- Tsar introduced reforms but implementation of reforms were very slow
- First World war compounded economic problems
- Huge food shortages
- Inflation increased
- Worker revolts – wanted change
- Capitalism did not meet the demands and expectations of Russian people
- Lenin offered an alternative: communism
- Capitalism failed to bring peace
- Capitalism created starvation
- Capitalism created unequal distribution of land
- Any other relevant response

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner</li> <li>• Uses evidence partially to write a paragraph on the topic or cannot write a paragraph on the 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</li> <li>• Uses evidence in a very basic manner to write a paragraph.</li> </ul>	<b>Marks: 3 – 5</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence.</li> <li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li> </ul>	<b>Marks: 6 – 8</b>



**QUESTION 2: TO WHAT EXTENT DID THE NEW DEAL OPPOSE THE PRINCIPLES OF CAPITALISM?**

- 2.1 2.1.1 *[Level 2: Interpretation of sources]*
- Capitalism
  - Private ownership of businesses
  - Any other relevant response (Any 1 x 2) (2)
- 2.1.2 *[Level 2: Interpretation of sources]*
- The Great Depression (1 x 2) (2)
- 2.1.3 *[Level 1: Extraction of evidence from source]*
- Work in national forests
  - Development of waterway projects (2 x 1) (2)
- 2.1.4 *[Level 3: Interpret and evaluate information and data from sources]*
- Agree: It is government's responsibility to look after its people
  - People voted for this government
  - Any other relevant response
  - Disagree: Government should not interfere in business. (Any 1 x 2) (2)
- 2.1.5 *[Level 2: Compare information in sources]*
- Viewpoint 1 against government intervention in business.
  - Viewpoint 2 in support of government intervention in business.
  - Any other relevant response (Any 2 x 2) (4)
- 2.2 2.2.1 *[Level 1: Extraction of evidence from source]*
- Banks were incompetent
  - Banks were dishonest
  - Banks were involved in speculation on the stock market.
  - Banks gave unwise loans.
  - Any other relevant response (Any 3 x 1) (3)
- 2.2.2 *[Level 2: Interpretation of sources]*
- Most Americans had radios
  - Many people unemployed –could not afford to buy newspapers
  - Few people had access to television.
  - Any other relevant response (Any 2 x 2) (4)

2.2.3 *[Level 2: Interpretation of sources]*

- Banks were inspected.
- Only banks who were financially sound were reopened
- Supply of bank capital increased.
- Deposits of investors were guaranteed.
- Any other relevant response (Any 2 x 2) (4)

2.3 2.3.1 *[Level 2: Interpretation of sources]*

- Old age pension
- Insurance against unemployment
- Provided child welfare
- Provided relief for the poor
- Provided health benefits
- Any other relevant response (Any 3 x 1) (3)

2.3.2 *[Level 3: Interpret and evaluate information and data from sources]*

- Would oppose SSA
- Too much state intervention
- Allowed collective bargaining through trade unions
- People became dependant on government grants
- Companies refused to pay workers benefits
- SSA was against capitalist principles
- Any other relevant response (Any 2 x 2) (4)

2.4 2.4.1 *[Level 1: Extraction of evidence from source]*

- 8 states (1 x 1) (1)

2.4.2 *[Level 1: Extraction of evidence from source]*

- 19 dams (1 x 1) (1)

2.4.3 *[Level 2: Interpretation of sources]*

- Created jobs
- Agriculture improved
- Stopped floods
- Generated electricity for industries
- Millions of trees planted
- Improved the living conditions of millions of people
- Any other relevant response (Any 2 x 1) (2)

2.5 2.5.1 *[Level 2: Interpretation of sources]*

- National Recovery Administration (1 x 1) (1)

2.5.2 [Level 2: Interpretation of sources]

- It increased the wages of workers
- Stabilised prices
- Set codes that set limited working hours
- Set minimum wages
- Forbade child labour
- Set limits on production to prevent overproduction
- Any other relevant response (Any 3 x 1) (3)
- 

2.5.3 [Level 2: Interpretation of sources]

- Companies who complied with industry codes displayed this symbol
- The public were encouraged to support these companies
- It created harmony between the employer and employee
- Any other relevant response (Any 2 x 2) (4)

2.6 (Level 3: Interpret and evaluate information and data from sources)

- Ordinary people were most affected by the Great Depression
- Ordinary people lost their houses, jobs and lived in poverty
- Roosevelt was in favour of government intervention to relieve poverty
- Hoover was against government intervention in economy
- Roosevelt sold his ideas over the radio and gained the support of the people
- Roosevelt provided jobs to relieve unemployment
- Roosevelt reopened the banking systems
- He initiated the TVA which created jobs and improved the lives of millions of people
- Through the TVA electricity was produced that improved the lives of millions
- He set up codes between employer and employee to ensure sound business practice
- He set up the Social Security Act to help ordinary workers against unemployment
- He set up the Social Security Act to help the old get old age pensions.
- He set up the Social Security Act to help the sick.
- The lives of ordinary people improved as a result of his New Deal.
- Any other relevant response (8)

<b>LEVEL 1</b>	<ul style="list-style-type: none"><li>• Uses evidence in an elementary manner</li><li>• Uses evidence partially to write a paragraph on the topic or cannot write a paragraph on the 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</li><li>• Uses evidence in a very basic manner to write a paragraph.</li></ul>	<b>Marks: 3 – 5</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"><li>• Uses relevant evidence</li><li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.</li></ul>	<b>Marks: 6 – 8</b>

**QUESTION 3: HOW DID THE IDEAS OF SOCIAL DARWINISM LEAD TO THE VIOLATION OF HUMAN RIGHTS IN GERMANY?**

3.1 3.1.1 *[Level 2: Interpretation of sources]*

- Survival of the fittest
- Species that adapt to their surroundings have a better chance of survival
- Any other relevant response (Any 1 x 2) (2)

3.1.2 *[Level 1: Extraction of evidence from source]*

- Aryan
- Any other relevant response (1 x 1) (1)

3.1.3 *[Level 1: Extraction of evidence from source]*

- Jews were the lowest rank of the Semitic race
- Jews would pollute the Aryan race
- Jews would bring disaster to the Aryan race
- Blamed them for hardships
- Blamed them for huge war reparations
- Any other relevant response (Any 2 x 1) (2)

3.1.4 *[Level 2: Interpretation of sources]*

- Forbade mixed marriages
- Forbade inter-racial sexual relationships
- Sterilisation
- Forced removal of those who were considered “unfit”
- Any other relevant response (Any 2 x 2) (4)

3.1.5 *[Level 2: Interpretation of sources]*

- Gypsies
- Homosexuals
- Communists
- Any other relevant response (Any 3 x 1) (3)

3.2 3.2.1 *[Level 1: Extraction of evidence from source]*

- Star of David
- Jew’s biggest enemy
- Beware of the Jew
- Jews were belittled
- Any other relevant response (Any 2 x 1) (2)

3.2.2 *[Level 2: Interpretation of sources]*

- Angry
- Humiliation
- That they were discriminated against.
- Any other relevant response (Any 1 x 2) (2)

3.2.3 *[Level 3: Interpret and evaluate information and data from sources]*

- No (1 x 1) (1)
- There is still hatred against Jews in the contemporary world.
- They still blame Jews for problems that exist in society.
- Any other relevant response (Any 1 x 2) (2)

3.2.4 *[Level 3: Interpret and evaluate information and data from sources]*

- Based on indoctrination
- Based on discrimination
- Based on propaganda
- Anti-Semitism
- To promote the Nazi policy
- Promotion of Aryan race
- Any other relevant response (Any 2 x 2) (4)

3.3 3.3.1 *[Level 1: Extraction of evidence from source]*

- Shot in the head
- Corporal punishment
- Attacked by dogs
- Buried alive
- Hard labour
- Any other relevant response (Any 3 x 1) (3)

3.3.2 *[Level 3: Interpret and evaluate information and data from sources]*

- Victims were traumatised
- Lived in constant fear
- Lived in state of uncertainty
- Helplessness
- Victims scared to revolt
- To prevent uprisings
- Any other relevant response (Any 2 x 2) (4)

3.3.3 *[Level 2: Interpretation of sources]*

- Lost their sense of humanity
- Became dehumanised
- Brutality affected them psychologically
- Sleepless nights/nightmares
- Any other relevant response (Any 2 x 1) (2)

3.3.4 *[Level 2: Compare information in sources]*

- Shows the brutality of the punishment
- Shows the inhumane treatment
- Shows hard labour referred to in written source
- Any other relevant response (Any 1 x 2) (2)

3.4 3.4.1 *[Level 2: Explain historical concepts]*

- Mass murder of Jews
- Genocide
- Extermination of the Jews
- Any other relevant response (Any 1 x 2) (2)

3.4.2 *[Level 1: Extraction of evidence from source]*

- 100 or 500 or 1 000 corpses are lying side by side
- Any other relevant response (Any 1 x 2) (2)

3.4.3 *(Level 2: Compare information in sources)*

- No – there is no evidence that the Jews were a threat to them
- Jews were a minority group in Germany.
- Hitler's claim that the Jews were responsible for German suffering during WW1 was unfounded.
- Jews were defenseless.
- Any other relevant response (Any 2 x 2) (4)

3.5 *[Level 3: Interpret and evaluate information and data from sources]*

- No freedom of movement
- No freedom of expression
- No freedom of religion
- No freedom of association
- No access to equal education
- Right to be protected
- Subjected to forced labour
- No fair trials
- No proper healthcare
- Right to live
- Forced removals/coercion
- Right to food and water
- Any other relevant response (8)

<b>LEVEL 1</b>	<ul style="list-style-type: none"><li>• Uses evidence in an elementary manner</li><li>• Uses evidence partially to write a paragraph on the topic or cannot write a paragraph on the 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</li><li>• Uses evidence in a very basic manner to write a paragraph.</li></ul>	<b>Marks: 3 – 5</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"><li>• Uses relevant evidence</li><li>• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic</li></ul>	<b>Marks: 6 – 8</b>



**QUESTION 4**

4.1 *[Recall, interpretation and comprehension of historical knowledge]*

- Position of peasants (poverty) by 1905
- Peasants uneducated and illiterate
- Position of urban workers (exploited) by 1905
- Urban workers exploited
- Capitalists flourished and made huge profits
- Landlords owned the land and influenced the tsar
- Autocratic leadership of the tsar
- The Russo-Japanese war of 1904
- Bloody Sunday – 1905
- Impact of World War One
- Influence of Rasputin
- Failure of the Provisional Government
- Bolsheviks seize power

**[50]**

**OR**

4.2 *[Recall, interpretation and comprehension of historical knowledge]*

- Implementation of communist measures after assumption of power
- The civil war between the Reds and Whites
- Implementation of War Communism
- Role of Cheka and Trotsky in the Reds' victory
- Effects of War Communism on Russian people
- Kronstadt Rebellion
- The New Economic Policy – Definition and description
- Implementation of NEP in Agriculture – Kulaks
- Implementation of NEP in Industries – Nepmen
- NEP and foreign trade
- NEP and banking system – introduction of credit
- Significance of the NEP

**[50]**

**QUESTION 5**

5.1 *[Recall, interpretation and comprehension of historical knowledge]*

- The effects of the Great Depression
- Roosevelt's assumption of power
- Roosevelt's fireside chats
- Problems of surplus production in agriculture
- The Agricultural Adjustment Act
- AAA reduced surpluses and overproduction
- Farmers destroyed crops and killed livestock
- People criticised this during a time of great poverty
- The Farm Credit Administration – gave loans to farmers
- Tennessee Valley Authority – provided jobs

- Tennessee Valley Authority – provided electricity
- Tennessee Valley Authority – restored farmlands
- Tennessee Valley Authority – improved the lives of millions
- Federal Emergency Relief Administration – created jobs
- Civilian Conservation Corps (CCC) – created jobs
- Public Works Administration – created jobs for major public works projects
- Civil Works Administration – created jobs e.g. maintenance of roads and parks
- The National Recovery Administration – increased wages and stabilised prices
- Codes were drawn up for each industry
- Working hours and minimum wages were set
- Public encouraged to support “Blue Eagle” companies
- The Wagner Act - trade unions allowed and collective bargaining recognised
- Social Security Act – unemployment insurance etc.

**[50]**

5.2 *[Recall, interpretation and comprehension of historical knowledge]*

- Agriculture: After the war farmers saddled with surplus products, because Europe produced again.
- Farmers could not pay bonds–laid off workers, many were ruined.
- Isolation Policy: USA imposed high tariffs on imported goods: other countries did the same
- USA businesses could not sell their surpluses abroad
- Over speculation: Ordinary people were allowed to buy shares on the “margin”.
- This pushed prices up – in decline, panic sales followed and shares became worthless.
- Speculators, banks and investors were financially ruined
- Over production: More goods were produced than people could afford to buy.
- Factories lowered prices–made smaller profits, laid off workers
- Easy credit and extravagance: Advertising and hire purchase urged people to spend.
- People were buying beyond their capacity to pay.
- Banks offered unwise loans to public for speculating.
- Trusts: giant firms dominated the bussiness world by forming trusts
- They kept wages low and prices high
- This depressed demand because people could not afford to buy products

**THE EFFECTS**

- Unemployment: by 1933 unemployment stood at 16 million
- There was no social security for those who lost their jobs
- Breadlines and soup kitchens became a common sight
- Homelessness: unemployed could not pay bonds and were evicted
- They erected and shelters called it Hoovervillies.
- Closure of banks: banks unable to pay investors
- Investors withdrew money and banks were forced to close

**[50]**

**QUESTION 6**

*[Recall, interpretation and comprehension of historical knowledge]*

- Social Darwinism states that there is a hierarchy of human species in races
- Social Darwinism does not believe in the principle of equality of all human beings
- Some human beings are biologically superior to others
- The strongest or fittest should survive and flourish in society
- The weak and unfit should be allowed to die
- So-called 'white civilised' industrial nations that had technologically advanced weapons had the moral right to conquer and 'civilise' the 'savage blacks' of the world
- Social Darwinism was used to justify imperialism, colonialism, racism and poverty.
- The indigenous or 'first people' of Australia were labelled 'Aborigines' by the British settlers.
- Like all other societies, their technology, food and hunting practices varied according to the local environment
- They were dispossessed of their land and died in very large numbers.
- The British began its colonisation of Australia in 1788
- Indigenous communities resisted the settlers
- They lost their land
- Darwinism used to classify Aborigines as subhuman/inferior.
- Aborigines were treated like experimental animals.
- Children of mixed Aboriginal and European descent were labelled 'half-castes' and a threat to so-called 'racial purity'
- A policy based on eugenics theory had these children taken away from their parents 'to breed the blackness out of them'.
- Between 1910 and 1970 up to 100 000 Aboriginal children were taken forcibly from their families
- The 'assimilation programme' was introduced to eliminate those of mixed descent.
- These children are often called the 'Stolen Generations'
- A national inquiry was set up in 1995 and found that forcible removal of indigenous children was a gross violation of human rights.
- It was racially discriminatory and an act of genocide.

**[50]**

**TOTAL: 150**