



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 11

NOVEMBER 2014

**HISTORY P1
MEMORANDUM**

MARKS: 150

This memorandum consists of 20 pages.

1. SOURCE-BASED QUESTIONS

1.1 The following cognitive levels of questions, the associated historical skills and weighting of questions have been used to assess 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. 	30% (15)
LEVEL 2	<ul style="list-style-type: none"> Interpretation of evidence from the sources. Explain information gathered from the sources. Analyse evidence from the sources. 	50% (25)
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. 	20% (10)

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

- | |
|--|
| <ul style="list-style-type: none"> 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. |
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2. EXTENDED WRITING

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

LEVELS OF QUESTIONS
LEVEL 1 <ul style="list-style-type: none"> Discuss or describe according to a given line of argument set out in the extended writing question. Plan and construct an argument based on evidence, using the evidence to reach a conclusion.

LEVEL 2

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

2.2 Marking of extended writing

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

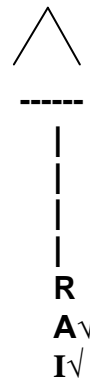
Global assessment of extended writing

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 of 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 extended writing marking 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 and**
- **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 arelevant introduction (indicated by a bullet in marking guideline/ memorandum) each of the main points/aspects that is properly contextualised (also indicatedby bullets in the marking guideline/ memorandum) and a relevant conclusion (indicated by a bullet in marking guideline/memorandum) e.g. in an answer where there are 5 main points there will be 7 ticks.
3. The following additional symbols can also be used:
 - Introduction, main aspects and conclusion not properly contextualised
 - Wrong statement
 - Irrelevant statement
 - Repetition
 - Analysis
 - Interpretation



4. The matrix

4.1 Use of analytical matrix in the marking of extended writing (Refer to the Matrix as attached).

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

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

C	LEVEL 4	

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

C	LEVEL 4	
P	LEVEL 5	

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

C	LEVEL 4	30 - 33
P	LEVEL 5	

SECTION A: SOURCE BASED QUESTIONS**QUESTION 1: COMMUNISM IN RUSSIA, 1900 – 1940****HOW DID THE RUSSIAN REVOLUTION LEAD TO THE OVERTHROW OF THE TSARIST REGIME IN RUSSIA IN 1917?**

- 1.1 1.1.1 *[Extraction of evidence from Source 1A – L1]*
- To ensure workers are not influenced by socialism.
 - Strengthen support for the Tsar.
 - Strengthen their loyalty to the Russian Orthodox (religion).
 - To undermine communist influence.
 - Any other relevant answer. (2 x 1) (2)
- 1.1.2 *[Extraction and interpretation of evidence from Source 1A – L1]*
- He was a Russian Orthodox priest.
 - Priests were regarded as a class closer to the ruling elite under the Tsar. (1 x 2) (2)
- 1.1.3 *[Extraction and interpretation of evidence from Source 1A – L1]*
- Nicholas II (1 x 1) (1)
- 1.1.4 *[Interpretation of evidence from Source 1A – L2]*
- He was sincere in his beliefs.
 - His ability to influence people through his oratory.
 - Enjoyed a measure of popularity.
 - Any other relevant answer. (2 x 2) (4)
- 1.1.5 *[Interpretation of evidence from Source 1A – L2]*
- Undemocratic government that had no regard for the people.
 - Autocratic and cruel.
 - Any other relevant response. (1 x 2) (2)
- 1.1.6 *[Extraction of evidence from Source 1A – L1]*
- A parliament.
 - Right to vote.
 - Universal education (education for all)
 - A minimum wage
 - Eight-hour working day
 - Income tax system
 - Separation of state and church
 - Amnesty for political prisoners. (4 x 1) (4)
- 1.2 1.2.1 *[Extraction from Source 1B – L1]*
- "... who must bear their fate and be silent." (1 x 2) (2)

- 1.2.2 *[Analysis and interpretation of evidence from Source 1B – L3]*
- To show respect for the Tsar.
 - To make an emotional appeal.
 - To attempt to absolve the Tsar from the brutality of the government.
 - Any other relevant response. (1 x 2) (2)
- 1.2.3 *[Comparison of evidence from Source 1A and 1B – L2]*
- Both sources contain demands recognition of basic human rights of the ordinary people.
 - The role of Gapon is prominent in both sources.
 - Both sources highlight the repressive nature of the government.
 - Any other relevant response. (2 x 2) (4)
- 1.3 1.3.1 *[Explanation/definition of a historical concept from Source 1C – L2]*
- Nobles who were closely related to the royal family and who owned vast tracks of land. (1 x 2) (2)
- 1.3.2 *[Interpretation of evidence from Source 1C – L2]*
- To demonstrate against the government.
 - To highlight the plight of workers.
 - Demand workers' rights. (1 x 2) (2)
- 1.3.3 *[Interpretation of evidence from Source 1C – L2]*
- It took place in February 1917 according to the Gregorian calendar which is in use in many Western countries.
 - It happened in March according to the Russian calendar.
 - To distinguish it from the later revolution. (2 x 2) (4)
- 1.4 1.4.1 *[Explanation/definition of a historical concept from Source 1C – L2]*
- Implementation of communism in Russia by the Bolsheviks in order to win the Russian Civil War. (1 x 2) (2)
- 1.4.2 *[Analysis and interpretation of evidence from Source 1D – L2]*
- To spread the communist ideology.
 - To consolidate the gains of revolution in Russia.
 - To ensure the hegemony of the communist system and the total demise of capitalism.
 - Any other relevant answer. (2 x 2) (4)
- 1.4.3 *[Analysis and interpretation of evidence from Source 1D – L2]*
- Industries were destroyed.
 - Best workers had been killed.
 - Framers demoralised by the 1920 crop failure and the war.
 - Starvation in the cities. (2 x 2) (4)
- 1.4.4 *[Recall of information using Source 1D as a reference – L1]*
- The New Economic Policy (1 x 1) (1)

1.5 [Paragraph – Interpretation, analysis and synthesis of information from all the sources – L3]

- Bolsheviks came into power as a result of the October Revolution in 1917.
- Russia was participating in the First World War.
- As a result of the war there were food shortages and starvation in Russia.
- To make matters worse Russia was catapulted into a civil war.
- The Bolsheviks had to fight for the defence of the revolution.
- War Communism was introduced as a measure to deal with the emergency situation in Russia.
- The Red Army and the factory workers needed to be supplied with food.
- The peasants were compelled to sell their produce to the state.
- Prices were determined by the state.
- Negative reaction of peasants led to a drastic drop in food production.
- Russia descended into famine.
- Revolts became common – Kronstadt Naval Base.
- Lenin was forced to abandon War Communism.
- The New Economic Policy was introduced.
- Any other relevant answer.

(8)

Use the following rubric to allocate a mark.

LEVEL	CRITERIA	MARKS
LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner. • Question not answered. • Little or no concept why Lenin introduced the policy of War Communism. • Little or no understanding of the challenges leading to the introduction of War Communism and the impact thereof. • Cannot respond to the question asked. 	0 – 2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic. • Some understanding of the challenges leading to the introduction of War Communism and the impact thereof. • Uses evidence in a basic manner but it relates to the question asked. 	3 – 5
LEVEL 3	<ul style="list-style-type: none"> • Evidence relates very well to the question asked. • Demonstrate a good understanding why Lenin introduced the policy of War Communism. • Evidence is used very effectively in an organised paragraph. 	6 – 8

[50]

QUESTION 2: CAPITALISM IN THE USA, 1900 – 1940**HOW DID ROOSEVELT'S NEW DEAL BRING ABOUT RELIEF, REFORM AND RECOVERY FOR THE AMERICANS?**

- 2.1 2.1.1 *[Recall of information using Source 2A as a reference – L1]*
- The 1932 presidential election in USA. (1 x 2) (2)
- 2.1.2 *[Extraction of information from Source 2A – L1]*
- Relief
 - Reform
 - Recovery (3 x 1) (3)
- 2.1.3 *[[Interpretation of evidence from Source 2A – L2]*
- Congress refers to the parliament of USA (Lower House) (1 x 2) (2)
- 2.1.4 *[Interpretation and analysis of evidence from Source 2A – L2]*
- The economy of USA collapsed in 1929.
 - The Great Depression set in.
 - An intervention plan was needed to bring relief, recovery and reform.
 - Any other relevant response. (2 x 2) (4)
- 2.1.5 *[Analysis and interpretation of evidence from Source 2A – L2]*
- The newspaper reports on the results of the vote in Washington.
 - Public support for the New Deal is demonstrated.
 - The headline shows support for Roosevelt.
 - Any other relevant response. (1 x 2) (2)
- 2.1.6 *[Analysis and interpretation of evidence from Source 2A – L2]*
- Shows Washington voters supported Roosevelt.
 - The New Deal was well supported even by the press.
 - Affectionate reference to Roosevelt – F.D.R.
 - Any other relevant response. (2 x 2) (4)
- 2.1.7 *[Comparison of the written and visual sources – L2]*
- The visual source shows public support for the New Deal announced in the written source.
 - In the written source Roosevelt made an appeal for support of his programmes and the visual source shows how voters gave him the mandate to implement the New Deal.
 - Any other relevant response. (2 x 2) (4)

- 2.2 2.2.1 *[Interpretation of evidence from Source 2B – L2]*
- To bring about immediate relief from starvation.
 - So that families and individuals can be able to buy the basic necessities of life.
 - Any other relevant answer. (1 x 2) (2)
- 2.2.2 *[Extraction of information from Source 2B – L1]*
- Works Progress Administration – to provide work opportunities.
 - Public Works Administration – public projects undertaken e.g. construction of dams, roads, public buildings etc.
 - Civil Conservation Corps – employment in conservation for young men. (2 x 2) (4)
- 2.2.3 *[Extraction of information from Source 2B – L1]*
- Minimum wages were set.
 - Standardised working hours.
 - Right to join trade unions. (3 x 1) (3)
- 2.2.4 *[Analysis and interpretation of evidence from Source 2B – L2]*
- To reduce surpluses due to overproduction.
 - To attempt to control supply in order to raise commodity prices.
 - To maximise profits in the agricultural sector.
 - Any other relevant response. (1 x 3) (3)
- 2.3 2.3.1 *[Analysis and interpretation of evidence from Source 2C – L3]*
- US economy was revived and the country brought back from a catastrophe.
 - Relief for the destitute made a telling impact on the people.
 - Employment opportunities that were created provide the needed income.
 - Hunger and starvation were minimised.
 - Any other relevant response. (1 x 2) (2)
- 2.3.2 *[Interpretation, analysis of evidence from Source 2C – L2]*
- They belonged to two different parties.
 - Hoover belonged to the Republican Party which believed government should not interfere in business.
 - Roosevelt’s Democratic Party believed that government must make strategic interventions in the economy on behalf of the people.
 - Any other relevant answer. (2 x 2) (4)
- 2.3.3 *[Extraction of evidence from Source 2C – L1]*
- “Hooverilles” – cardboard box homes
 - “Hoover Stew” – free food handouts (2 x 1) (2)
- 2.3.4 *[Recall of information using Source 2A as a reference – L1]*
- Republican Party (1 x 1) (1)

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

- New Deal brought immediate state intervention in the economy.
- It dealt with the immediate results of the depression.
- Aims of New Deal broadcasted on radio.
- New Deal had the support of majority of the population.
- It provided hope for the future.
- Employment opportunities for the youth created.
- Even farmers were supported to get their farms running again.
- Unemployment immediately relieved.
- Brought some sort of stability to economy.
- Over speculation was prevented.
- Old age pensions for the elderly were introduced.
- Unemployment insurance fund created.
- Soup kitchens relieved the plight of the poor
- The banking system was reformed to regain people's confidence.
- The American infrastructure was boosted by new job opportunities
- Soil erosion programmes were introduced.
- Rural areas supplied with electricity.
- Honest competitive business practice was introduced to reform business.
- Trade unions were allowed to bargain with employers.
- Any other relevant answer.

(8)

Use the following rubric to allocate a mark.

LEVEL	CRITERIA	MARKS
LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner. • Question not answered. • Partial use of evidence to respond to the question. • Little or no understanding of how the impact of the New Deal on the American population. • Cannot respond to the question asked. 	0 – 2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic. • Some understanding of the impact of the New Deal on the American population. • Uses evidence in a basic manner but it relates to the question asked. 	3 – 5
LEVEL 3	<ul style="list-style-type: none"> • Uses evidence that is relevant and appropriate. • Demonstrates a thorough understanding of the impact of the New Deal on the American population. • Evidence relates very well to the question asked. • Evidence is used very effectively in an organised paragraph. 	6 – 8

[50]

QUESTION 3: IDEAS OF RACE IN THE LATE 19th AND 20th CENTURIES**HOW WERE THE HUMAN RIGHTS OF MINORITIES VIOLATED IN NAZI GERMANY AS A RESULT OF RACE THEORIES?**

- 3.1 3.1.1 *[Definition of a historical concept from Source 3A – L2]*
- Systematic and deliberate mass killing of Jews and other minorities in Nazi Germany under Adolf Hitler. (1 x 2) (2)
- 3.1.2 *[Extraction of information from Source 3A – L1]*
- Tall
 - Blonde-haired
 - White
 - Blue-eyed (4 x 1) (4)
- 3.1.3 *[Interpretation of evidence from Source 3A – L2]*
- In order to isolate and identify clearly the target of Nazi racist policies.
 - To ensure that all elements that could contaminate the German nation are excluded and eliminated.
 - To avoid racial impurities.
 - Any other relevant answer. (1 x 3) (3)
- 3.1.4 *[Recall of information using Source 3A as a reference – L1]*
- Adolf Hitler (1 x 1) (1)
- 3.2 3.2.1 *[Definition of a historical concept from Source 3B – L2]*
- Fundamental hatred towards Jews or people of Jewish extraction. (1 x 2) (2)
- 3.2.2 *[Extraction of information from Source 3B – L1]*
- Jews were dismissed from national services.
 - Jews could not vote.
 - Could not take part in politics.
 - Jewish scholars to attend separate schools.
 - Jews to wear the Star of David, their businesses to display the star as well. (3 x 1) (3)
- 3.2.3 *[Interpretation of evidence from Source 3B – L1]*
- They would be victims of unemployment.
 - Their quality of life would be negatively affected.
 - The Jews would be excluded from the German society and be removed from interaction with Germans.
 - Any other relevant response. (2 x 2) (4)

- 3.2.4 *[Comparison of Sources 3A and 3B – L2]*
- Both sources relate to the racist treatment meted out to the Jews by the Nazis.
 - In Source 3A non-Aryans are clearly defined and in Source 3B Jews are subjected to total exclusion from German society as they have been identified as non-Aryans.
 - Both sources represent German oppression.
 - Any other relevant answer. (2 x 2) (4)
- 3.2.5 *[Recall of information using Source 3A as a reference – L1]*
- Israel (1 x 1) (1)
- 3.3 3.3.1 *[Interpretation of evidence from Source 3C – L2]*
- The event when Jewish business premises were destroyed and damaged by Germans under Nazi police supervision.
 - This refers to the broken glass that covered the streets after the demolition of Jewish business premises. (1 x 2) (2)
- 3.3.2 *[Interpretation of evidence from Source 3C – L2]*
- They viewed the Germans as their liberators.
 - They were tired of Russian autocratic rule.
 - Any other relevant response. (1 x 2) (2)
- 3.3.3 *[Extraction of information from Source 3C – L1]*
- Jews to be killed in extermination camps (concentration camps)
 - Urgent design of ovens and gas chambers to carry out mass murders quickly.
 - German personnel not to be involved too much in the killing of Jews.
 - Concentration camps to be built with great urgency. (3 x 2) (6)
- 3.3.4 *[Analyse and evaluate the usefulness Source 3C – L3]*
- Source useful it contains information about the actual roll out of the holocaust.
 - It gives crucial information on the acceleration of the extermination of Jews.
 - Involvement of the German industries and businesses in the extermination of Jews is exposed.
 - Establishment of concentration camps is shown.
 - The extermination of Jews is consistent with the belief that the Germans belonged to a master race.
 - Any other relevant answer. (1 x 2) (2)
- 3.4 3.4.1 *[Interpretation of evidence from Source 3D – L2]*
- Poland had the highest number of Jews in Europe. (1 x 2) (2)

3.4.2 [Comparison of Source 3C and 3D – L2]

- Both sources deal with the mass murder of Jews.
- Source 3D gives statistical information to show the number of Jews killed in the concentration camps built in Source 3C.
- The Final Solution in Source 3C is shown in graphic details in Source 3C.
- Source 3D depicts the success of Himmler's plans hatched in Source 3C.
- Any other relevant response. (2 x 2) (4)

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

- The right to dignity.
- The right to live.
- Freedom of movement.
- Freedom of association.
- Access to education.
- To be protected against inhumane treatment.
- Jews were excluded from German society.
- Right not to be subjected to slavery.
- Right not to be moved against your own free will.
- Mass killing of Jews and other minorities.
- Right to medical assistance
- Any other relevant answer. (8)

Use the following rubric to allocate a mark.

LEVEL	CRITERIA	MARKS
LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner. • Question not answered. • Partial use of evidence to respond to the question. • Little or no understanding of how Hitler violated the rights of Jews and other minorities. • Cannot respond to the question asked. 	0 – 2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic. • Some understanding of how Hitler violated the rights of Jews and other minorities. • Uses evidence in a basic manner but it relates to the question asked. 	3 – 5
LEVEL 3	<ul style="list-style-type: none"> • Uses evidence that is relevant and appropriate. • Demonstrates a thorough understanding of the how Hitler violated the rights of Jews and other minorities. • Evidence relates very well to the question asked. • Evidence is used very effectively in an organised paragraph. 	6 – 8

[50]

SECTION B: ESSAY QUESTIONS**QUESTION 4.1: COMMUNISM IN RUSSIA, 1900 – 1940**

Candidates must answer only ONE of the following questions.

SYNOPSIS

Candidates should focus on the impact of the NEP on Russia's economy after the disastrous War Communism. War Communism must be discussed as a way of laying a background for a discussion of the NEP.

MAIN ASPECTS**INTRODUCTION**

- Introduction should project the dual economic policy approach of Lenin and juxtapose War Communism's failure with the introduction of the more successful NEP.

ELABORATION

- The Bolsheviks coming into power.
- War Communism – as a background.
- Failure of War Communism – reaction of the peasants.
- 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.

[50]**OR**

QUESTION 4.2**SYNOPSIS**

Candidates should evaluate the role Stalin played in Russia as its leader. The focus must be on both the positive impact as well as the negative impact he had. The content focus must be on economic development and planning under Stalin and his repressive leadership.

MAIN ASPECTS**INTRODUCTION**

- Introduction should focus on the impact of Stalin's leadership and his legacy in Russia, both positive and negative.

ELABORATION

- The power struggle after Lenin's death.
- Election of Stalin and Trotsky's exile.
- Stalin's opposition to the NEP – withdrawal of the NEP.
- Stalin's objectives – Economic Development and Planning.
- Role of Gosplan
- First Five Year Plan
- Second Five Year Plan
- Third Five Year Plan and the Second World War.
- Impact on economy.
- Stalin's repressive leadership style.
- Purging of opposition groups.
- Purging of potential challengers within the Communist Party.
- Closed nature of the Russian society.

CONCLUSION

- Candidates should tie up the argument with a relevant conclusion.

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QUESTION 5.1: CAPITALISM IN THE USA, 1900 – 1940.

Candidates must answer only ONE of the following questions.

SYNOPSIS

Candidates should demonstrate their understanding of the underlying weaknesses (latent defects in the American economy) or causes of the collapse of the New York Stock Exchange. This understanding will be evident when candidates use historical knowledge and skills to construct their essay.

MAIN ASPECTS**INTRODUCTION**

- Introduction should focus on the nature of the American economy in the 1920s highlighting the integrated nature of the causes of 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.
- 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.

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OR

QUESTION 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.

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 repossessed 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 – 'Hoovervilles'
- 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 19th AND 20th CENTURIES**SYNOPSIS**

Candidates 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 evaluate whether there was a genocide or not 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. It is possible that some candidates will communicate their opinion as to whether there was a genocide or not in Australia, when they write the conclusion.

[50]**GRAND TOTAL: 150**