



**NATIONAL
SENIOR CERTIFICATE**

GRADE 11

NOVEMBER 2022

HISTORY P1

MARKS: 150

TIME: 3 hours



This question paper consists of 9 pages.

INSTRUCTIONS AND INFORMATION

1. This question paper consists SIX questions based on the CAPS content framework: 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 19th AND 20th 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 19th AND 20th CENTURIES

2. Source material that is required to answer source-based questions will be found in the accompanying ADDENDUM of sources.
3. SECTION B consists of THREE essay questions. Each question counts 50 marks.
4. Answer THREE questions as follows:
 - 4.1 At least ONE must be a source-based question and at least ONE must be an essay question.
 - 4.2 The third question can either be a source-based question or an essay question.
5. Candidates are advised to spend at least ONE hour on each question.
6. When candidates answer questions, they are required to demonstrate application of knowledge, skills and insight.
7. Merely rewriting of the sources as answers will be to the disadvantage of candidates.
8. Questions and subsections of questions must be numbered clearly and correctly, using the same numbering system as in the question paper.
9. Write neatly and legibly.

SECTION A: SOURCE-BASED QUESTIONS

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

QUESTION 1: HOW DID STALIN'S FIVE-YEAR PLANS TRANSFORM RUSSIA INTO AN INDUSTRIALISED STATE BY 1939?

Study Sources 1A, 1B, 1C and 1D and answer the questions that follow.

1.1 Study Source 1A.

1.1.1 Define the concept *industrialisation* in your own words. (1 x 2) (2)

1.1.2 What reason did Stalin, according to the source, argue for his justification of the rapid industrialisation of Russia? (1 x 2) (2)

1.1.3 Define the concept *collectivisation* in the context of Stalin's Five-Year Plans. (1 x 2) (2)

1.1.4 Explain why the collectivisation of farming changed Stalin's mind about industrialisation. (2 x 2) (4)

1.1.5 Explain the usefulness of this source to a history student researching Stalin's reasons for the industrialisation of Russia during the First Five Year Plan. (1 x 2) (2)

1.2 Read Source 1B.

1.2.1 What, according to the source, was the aim of the Second Five Year Plan in 1933? (1 x 2) (2)

1.2.2 List TWO failures of the First Five-Year plan as mentioned in the source. (2 x 1) (2)

1.2.3 Using the information in the source and your own knowledge explain how the Second Five-Year plan contributed towards Russia becoming an industrialised superpower. (2 x 2) (4)

1.2.4 Comment on the reasons why the Soviet government decided to improve their defence industry. (2 x 2) (4)

- 1.3 Refer to Source 1C.
- 1.3.1 How many tons of steel was produced in 1940? (1 x 2) (2)
- 1.3.2 Explain the significance of the huge increase in tanks and warplane production between 1937 and 1940. (1 x 2) (2)
- 1.3.3 Comment on why electricity production increased from 35,4 to 128 million kilowatt between 1928 and 1937. (1 x 2) (2)
- 1.4 Compare Sources 1A and 1C. Explain how the information in Source 1A supports the evidence in Source 1C regarding the successes of the Five-Year Plans. (1 x 2) (2)
- 1.5 Consider Source 1D.
- 1.5.1 What event, according to the source led to the USSR becoming a superpower in 1945? (1 x 1) (1)
- 1.5.2 Quote evidence from the source that suggests that the Five-Year Plans were a success. (3 x 1) (3)
- 1.5.3 Explain why you think Stalin introduced compulsory education during the Five-Year Plans. (2 x 2) (4)
- 1.5.4 What is implied by the statement, 'Much of the new wealth of the country was never seen by ordinary citizens. Most of it went to the government to pay for more industrialisation, as well as for the military'? (2 x 2) (4)
- 1.6 Using the information from the relevant sources and your own knowledge and write a paragraph of about SIX lines (about 60 words) explaining how Stalin's Five-Year Plans transformed Russia to an industrialised state by 1939. (6)

[50]

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

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

2.1 Use Source 2A.

- 2.1.1 Define the concept *Great Depression* in your own words. (1 x 2) (2)
- 2.1.2 What, according to the source, were the aims of the New Deal? (4 x 1) (4)
- 2.1.3 Explain why it was necessary for Roosevelt to reform the capitalist economic system in the USA. (2 x 2) (4)
- 2.1.4 Comment on the statement, '... the New Deal reshaped American political culture around the principle that the government is responsible for the welfare of its citizens'. (1 x 2) (2)

2.2 Refer to Source 2B.

- 2.2.1 What, according to the source, was the basis of Roosevelt's theory in rebuilding the American economy? (1 x 2) (2)
- 2.2.2 List TWO ways how Roosevelt intended to restore the market. (2 x 1) (2)
- 2.2.3 Explain why Roosevelt's instruction to farmers to produce less, was criticised by the American public. (1 x 2) (2)
- 2.2.4 Define the concept *sharecropper* in the context of the capitalist American economy. (1 x 2) (2)
- 2.2.5 Use the information in the source and your own knowledge to explain the impact of the National Recovery Administration on the American economy. (2 x 2) (4)

2.3 Consult Source 2C.

- 2.3.1 What, according to the source, was the goal of the Tennessee Valley Authority? (1 x 2) (2)
- 2.3.2 List TWO ways in which the Tennessee Valley Authority benefitted the citizens of Tennessee valley (2 x 1) (2)
- 2.3.3 Explain why you think capitalists were against the implementation of the Tennessee Valley Authority. (2 x 2) (4)
- 2.3.4 Explain the usefulness of this source to historians researching the impact of the Tennessee Valley Authority on America. (1 x 2) (2)

- 2.4 Use Source 2D.
- 2.4.1 Explain the intention of this poster regarding the people's opinion about the Social Security Act. (2 x 2) (4)
- 2.4.2 Use the information in the source and your own knowledge to explain how the Social Security Act was implemented. (2 x 2) (4)
- 2.5 Compare Sources 2A and 2D. Explain how the information in Source 2A supports the evidence in Source 2D regarding the aims of the New Deal. (1 x 2) (2)
- 2.6 Using information from the relevant sources and your own knowledge and write a paragraph of about SIX lines (about 60 words) explaining whether Roosevelt's New Deal achieved the objectives of relief, reform and recovery of the American economy. (6)
- [50]**



QUESTION 3: WHAT WAS THE IMPACT OF PSEUDO-SCIENTIFIC RACE THEORIES ON NAZI RACIAL POLICIES IN THE 1930s AND 1940s?

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

3.1 Study Source 3A.

- 3.1.1 Define the concept *racism* in your own words. (1 x 2) (2)
- 3.1.2 Explain what is implied by Darwin's theory of evolution. (2 x 2) (4)
- 3.1.3 List FOUR reasons from the source that Social Darwinism was used for over the past century and a half. (4 x 1) (4)
- 3.1.4 Comment on why Social Darwinism cannot be applied to the human race. (2 x 2) (4)

3.2 Refer to Source 3B.

- 3.2.1 What, according to the source, was the result of the implementation of the Law for the Prevention of Hereditarily Diseased Offspring? (1 x 2) (2)
- 3.2.2 Define the concept *eugenics* in the context of Social Darwinism. (1 x 2) (2)
- 3.2.3 List FOUR categories of people who the National Socialists identified for sterilisation. (4 x 1) (4)
- 3.2.4 Use the information in the source and your own knowledge to explain how eugenics violated the human rights of non-Arians living in Germany. (2 x 2) (4)

3.3 Consult Source 3C.

- 3.3.1 Why, according to the source, were members of Theresia's family brought to the Gestapo headquarters in 1941? (1 x 2) (2)
- 3.3.2 Use the information in the source and your own knowledge to explain how the fundamental rights of babies were violated by the German eugenic programme. (2 x 2) (4)
- 3.3.3 Comment on why you think Theresia grabbed her baby and fled. (2 x 2) (4)

3.4 Use Source 3D.

3.4.1 What do you think was the intention of the Nazi's with the publication of this photograph? (2 x 2) (4)

3.4.2 Explain the limitations of this photograph to historians researching Nazi racial policies in Germany during the 1940s. (1 x 2) (2)

3.5 Compare Sources 3C and 3D. Explain how the information in Source 3C contradicts the evidence in Source 3D, regarding the implementation of eugenics policies in Germany. (1 x 2) (2)

3.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining the impact of pseudo-scientific race theories on Nazi racial policies in the 1930s and 1940s. (6)
[50]



SECTION B: ESSAY QUESTIONS

Answer at least ONE question, but not more than TWO questions, from this section.

QUESTION 4: COMMUNISM IN RUSSIA, 1900–1940

‘Lenin’s New Economic Policy was a compromise with capitalism to save communist rule in Russia.’

Do you agree with this statement? Use relevant historical evidence to support your line of argument.

[50]

QUESTION 5: CAPITALISM IN THE USA, 1900–1940

‘Uncontrolled capitalism and the lack of government oversight led directly to the Great Depression.’

Critically discuss this statement by referring to the main causes of the Great Depression.

[50]

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

Explain to what extent pseudo-scientific theories based on Social Darwinism and Eugenics impacted the lives of Jews living in Germany in the 1940s.

[50]

TOTAL: 150





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NOVEMBER 2022

**HISTORY P1
ADDENDUM**



This addendum consists of 14 pages.

SECTION A: SOURCE-BASED QUESTIONS**QUESTION 1: HOW DID STALIN'S FIVE-YEAR PLANS TRANSFORM RUSSIA INTO AN INDUSTRIALISED STATE BY 1939?****SOURCE 1A**

This source explains the reasons why Stalin implemented the First Five-Year plan in Russia.

Leon Trotsky, Gregory Zinoviev, Lev Kamenev and other left-wing members of the Politburo had always been in favour of the rapid industrialisation of the Soviet Union. Stalin disagreed with this view. He accused them of going against the ideas of Lenin who had declared that it was vitally important to 'preserve the alliance between the workers and the peasants.' When left-wing members of the Politburo advocated (supported) the building of a hydro-electric power station on the Dnieper River, Stalin accused them of being 'super industrialisers' and said that it was equivalent to suggesting that a peasant buys a 'gramophone instead of a cow'.

When Stalin accepted the need for collectivisation, he also had to change his mind about industrialisation. His advisers told him that with the modernisation of farming the Soviet Union would require 250 000 tractors. In 1927, they had only 7 000. As well as tractors, there was also a need to develop the oil fields to provide the necessary petrol to drive the machines. Power stations also had to be built to supply the farms with electricity.

However, Stalin suddenly changed policy and made it clear he would use his control over the country to modernise the economy. The first Five Year Plan that was introduced in 1928, concentrated on the development of iron and steel, machine-tools, electric power and transport. Stalin set the workers high targets. He demanded a 111% increase in coal production, 200% increase in iron production and 335% increase in electric power. He justified these demands by claiming that if rapid industrialisation did not take place, the Soviet Union would not be able to defend itself against an invasion from capitalist countries in the west.

[From <https://spartacus-educational.com/RUSfive.htm>. Accessed on 6 May 2021.]



SOURCE 1B

This source explains how Stalin improved the agricultural, industrial and military sectors in Russia during the second Five-year plan.

The Second Five-Year Plan (1933–37) continued the primary emphasis on heavy industry. By 1932 Stalin realised that both the economy and society were seriously overstressed (overstretched). Although industry failed to meet its production targets and agriculture lost ground in comparison with 1928 yields (crops), Stalin declared that the First Five-Year Plan had successfully met its goals in four years. He then proceeded to set more realistic goals.

Under the Second Five-Year Plan (1933–37), the state devoted attention to consumer goods, and the factories built during the first plan helped increase industrial output in general. By the late 1930s, however, collectivised farms were performing somewhat better. In 1935 a new law permitted individual peasants to have private plots, the produce of which they could sell on the open market. According to official statistics, during the Second Five-Year Plan gross agricultural production increased by just under 54 percent. In contrast, gross industrial production more than doubled.

In the mid-1930's, in response to imminent military danger from fascist countries, the Central Committee of the Party and the Soviet Government were forced to revise the previously planned orientation and working pace of the defence industry, and to effect a transition from the compound system of building a regular Red Army. At the same time, the structure of the defence industry was improved. In January 1938, on the base of the People's Commissariat of the Defence Industry, branch People's Commissariats were created for aviation, the shipbuilding industry, ammunition, and arms. The defence enterprises were reinforced by technical cadre. In one year alone, 1938, five thousand young engineers were assigned to them.

[From <https://www.globalsecurity.org/military/world/russia/industry-stalin-2fyp.htm>. Accessed on 6 May 2021.]



SOURCE 1C

The table below outlines the production figures during the Five-Year Plans.

	1928	1937	1940
Cast iron million tons	3,3	14,5	14,9
Steel million tons	4	17,7	18,3
Coal million tons	35,4	128	165,9
Oil million tons	11,7	28,5	31,1
Electricity million kilowatts	5,1	36,2	48,3
Motor vehicles (000s=thousands)	0,8	200	245,4
Tanks (000s) (000s=thousands)	0,2	1,5	2,8
Warplanes (000s) (000s=thousands)	0,2	3,4	8,2



SOURCE 1D

This source below outlines the impact of Stalin's Five-Year Plans on Russia.

By 1939 Russian industrial production levels were far higher than they had been in 1928. The USSR was able to play a major part in the defeat of Germany during the Second World War and emerged as a superpower, ranked second only to the USA.

Centralised decision-making under the Five-Year Plans was not always the most efficient way to run an economy. However, particular successes were the improved supply of electricity and the greater number of machines built. Almost all heavy industries enjoyed substantial increases in production. There were many large-scale industrial and building developments, such as the Dnieper Dam, the Moscow Metro and the steelworks at Magnitogorsk, Gorky and Kuznetsk.

Life for many ordinary Russians improved after 1917. They had city housing schemes, universal health care, pensions and sickness benefits. From 1934 onwards, it was compulsory for children to receive eleven years of education. Illiteracy declined from about 50% in 1924 to 19% in 1939. The USSR was also largely free from the unemployment suffered in other countries during the 1930s depression.

Much of the new wealth of the country was never seen by ordinary citizens. Most of it went to the government to pay for more industrialisation, as well as for military and police costs and the bureaucracy that kept control of the economy. There was little in the way of luxury consumer goods and sometimes there were shortages in the necessities.

[From <https://www.nationalarchives.gov.uk/education/leaders-and-controversies/g4/cs3/>. Accessed on 7 May 2021.]



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

SOURCE 2A

This source below explains the aims and objectives of the New Deal programme in America in the 1930s.

The term New Deal derives from Franklin Roosevelt's 1932 speech accepting the Democratic Party's nomination for president. At the convention Roosevelt declared, "I pledge you, I pledge myself, to a new deal for the American people." Though Roosevelt did not have concrete policy proposals in mind at the time, the phrase 'New Deal' came to encompass his many programs designed to lift the United States out of the Great Depression.

The New Deal created a broad range of federal government programs that sought to offer economic relief to the suffering, regulate private industry, and grow the economy. The New Deal is often summed up by the 'Three Rs': relief (for the unemployed), recovery (of the economy through federal spending and job creation), and reform (of capitalism, by means of regulatory legislation and the creation of new social welfare programs).

Roosevelt's New Deal expanded the size and scope of the federal government considerably, and in doing so fundamentally reshaped American political culture around the principle that the government is responsible for the welfare of its citizens. As one historian has put it: "Before the 1930s, national political debate often revolved around the question of whether the federal government should intervene in the economy. After the New Deal, debate rested on how it should intervene."

[From <https://www.khanacademy.org/humanities/us-history/rise-to-world-power/great-depression/a/the-new-deal>. Accessed on 21 June 2021.]



SOURCE 2B

The source below describes the various Acts that President Roosevelt implemented during his New Deal Policy.

Roosevelt's theory in rebuilding the economy rested on the notion (thought) of limited production. He wanted farmers, labourers and businessmen to begin producing less in the hope that supply and demand would restore (to put back in place) the market. Therefore, much of his legislation during the first 100 days focused on curbing production.

The Agricultural Adjustment Act, for example, was aimed primarily at farmers. To curb production, the act paid farmers to farm less land. Roosevelt also focused on the industrial sector. The National Industrial Recovery Act was the centrepiece of Roosevelt's New Deal legislation. Once again, the act attempted to prevent the overproduction of goods.

Roosevelt, under the National Industrial Recovery Act, created the National Recovery Administration (NRA), which encouraged an increase in labour wages and a decrease in hours worked during a week. The solution worked for a brief period time, but a dip in the economy and the unwillingness of employers to enact (to use) important National Recovery Administration codes hurt the program.

The Agricultural Adjustment Act and the National Recovery Administration, born under the National Industrial Recovery Act, were expected to be two important programs to help the United States economy. Instead, both programs struggled. The Agricultural Adjustment Act failed to account (answer) for sharecroppers, who were individuals paid to work on a farmer's land. Since the act encouraged less farming, sharecroppers became unemployed.

[From <https://study.com/academy/lesson/franklin-d-roosevelt-and-the-first-new-deal-the-first-100-days.html>. Accessed on 11 April 2019.]



SOURCE 2C

This source explains the Tennessee Valley Authority.

Roosevelt also created the Tennessee Valley Authority (TVA), whose goal was to modernise and reduce unemployment in the Tennessee River Valley, one of the poorest and hardest-hit regions in the country. The agency hired local workers to construct a series of dams and hydroelectric power plants, which brought cheap electricity to thousands of people. The public corporation also created affordable employee housing, manufactured cheap fertiliser, and drained thousands of acres for farming.

Roosevelt also created the Tennessee Valley Authority (TVA), whose goal was to modernise and reduce unemployment in the Tennessee River Valley, one of the poorest and hardest-hit regions in the country. The agency hired local workers to construct a series of dams and hydroelectric power plants, which brought cheap electricity to thousands of people. The public corporation also created affordable employee housing, manufactured cheap fertiliser and drained thousands of acres for farming.

The TVA, like the AAA, was highly controversial. Many conservatives claimed that the government production of electricity was a mild form of socialism and that it disrupted market prices too much. Competing electric companies also attacked the TVA for selling cheaper electricity and lowering their profits. Still, the TVA had such a profound impact on the economy and quality of life in the Tennessee River Valley Region that the federal government initiated similar projects throughout the West and South. Within a decade, many major American rivers were set up to produce hydroelectric power that provided both electricity and jobs.

[From <https://www.sparknotes.com/history/american/depression/section5/page/2>. Accessed on 12 June 2019.]



SOURCE 2D

This poster depicts the Social Security Act of 1935.



[From https://apps.irs.gov/app/understandingTaxes/student/whys_thm02_les04.jsp. Accessed on 10 September 2021.]



QUESTION 3: WHAT WAS THE IMPACT OF PSEUDO-SCIENTIFIC RACE THEORIES ON NAZI RACIAL POLICIES IN THE 1930s AND 1940s?**SOURCE 3A**

This source highlights the origins of Social Darwinism.

Social Darwinism is a loose set of ideologies that emerged (began) in the late 1800s in which Charles Darwin's theory of evolution by natural selection was used to justify certain political, social, or economic views. Social Darwinists believe in 'survival of the fittest' – the idea that certain people become powerful in society because they are innately better.

Social Darwinism has been used to justify imperialism, racism, eugenics and social inequality at various times over the past century and a half. According to Darwin's theory of evolution, only the plants and animals best adapted to their environment will survive to reproduce and transfer their genes to the next generation. Animals and plants that are poorly adapted to their environment will not survive to reproduce. Charles Darwin published his notions on natural selection and the theory of evolution in his influential 1859 book, *The Origin of Species*.

Darwin's theory of evolution by natural selection was a scientific theory focused on explaining his observations about biological diversity and why different species of plants and animals look different. Yet in an attempt to convey his scientific ideas to the British public, Darwin borrowed popular concepts, including 'survival of the fittest', from sociologist Herbert Spencer and; 'struggle for existence' from economist Thomas Malthus, who had earlier written about how human societies evolve (change) over time.

[From <https://www.history.com/topics/early-20th-century-us/social-darwinism>. Accessed on 12 May 2021.]



SOURCE 3B

This extract explains how eugenics policies were implemented in Germany.

On July 14, 1933, the National Socialists introduced the Law for the Prevention of Hereditarily Diseased Offspring. As a result, hundreds of thousands of people were forcibly sterilised. Others were murdered. By the summer of 1933, the Nazis had Germany firmly in their grip. With this newfound power, the far-right party decided to mould German society in the image of its own making.

The law stated that people suffering from particular illnesses could be forcibly sterilised in order to prevent the spread of hereditary diseases. Followers of the eugenics movement believed that the German population could be genetically 'improved' and welcomed the law. For the victims of forced sterilisation, this violent physical intrusion (disturbance) meant a life without the possibility of having children. Many were heavily traumatised and suffered their entire lives.

The National Socialists hoped to realise the dream of 'master race' in which 'diseased' and 'weak' people had no place. The new law listed the types of 'illness' that warranted the sterilisation of carriers. This list included congenital mental deficiency, schizophrenia, epilepsy, hereditary deafness and blindness, as well as people with 'any severe hereditary deformity' and alcoholics. "One cannot say that it was the 'evil' Nazis alone," said Christiane Rothmaler, a doctor and historian who has spent many years researching the history of forced sterilisation. She knows that the issue of eugenics was already being discussed in the 19th century.

[From <https://www.dw.com/en/remembering-the-victims-of-nazi-eugenics/a-16945569> Accessed on 12 May 2021.]



SOURCE 3C

This source explains the effects of Germany's sterilisation policy on non-Arians in Germany in the 1940s.

Rita Reinhardt Seibel is the daughter of Gabriel and Theresia Reinhardt. She and her sister, Rolanda, were born March 3, 1943, in Wuerzburg, where her parents were both working in the Stadt Theatre. In 1941 several members of Theresia's family were brought to Gestapo headquarters where they were forced to sign sterilisation authorisation forms. They were threatened with deportation if they refused. Before Theresia's sterilisation was scheduled, she made a conscious decision with her boyfriend, Gabriel, to get pregnant.

By the time she was called in for the procedure, she was three months pregnant with twins. When this was discovered by the racial hygienists, she and her family were detained and word was sent to Berlin to determine what should be done. The response was the Theresia should be allowed to continue the pregnancy on condition that the babies would be turned over, upon their birth, to the clinic at the University of Wuerzburg. There, Dr Werner Heyde, professor of neurology and psychiatry, and a key member of the Nazi euthanasia program, was conducting research on twins. The twins were born in the presence of Dr Heyde at the University of Wuerzburg. They were allowed brief stays at home with their parents, but generally were confined to the clinic.

... Theresia and Gabriel received notices to report for deportation. The babies were not included, and Theresia immediately went to the clinic to see them. When she arrived, she was told she could not see them, but Theresia pushed her way in. She found Rolanda lying dead in a ward with a bandaged head, the victim of experiments with eye colouration. Hysterical at this discovery, Theresia grabbed the surviving twin, Rita, and fled.

[From <http://www.prezi.com>. Accessed on 27 September 2021.]



SOURCE 3D

This source depicts Gabriel and Theresia Reinhardt, a Sinti couple, pushing their twin children in a baby carriage, Rolanda and Rita, along the Domstrasse in Wuerzburg under Nazi escort during a propaganda photo shoot in April 1943.



[From <https://collections.ushmm.org/search/catalog/pa1151175>. Accessed on 27 September 2021.]



ACKNOWLEDGEMENTS

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

<https://spartacus-educational.com/RUSfive.htm>

<https://www.globalsecurity.org/military/world/russia/industry-stalin-2fyp.htm>

<https://www.nationalarchives.gov.uk/education/leaders-and-controversies/g4/cs3/>

<https://www.khanacademy.org/humanities/us-history/rise-to-world-power/great-depression/a/the-new-deal>

<https://study.com/academy/lesson/franklin-d-roosevelt-and-the-first-new-deal-the-first-100-days.html>

<https://www.sparknotes.com/history/american/depression/section5/page/2>

https://apps.irs.gov/app/understandingTaxes/student/whys_thm02_les04.jsp

<https://www.history.com/topics/early-20th-century-us/social-darwinism>

<https://www.dw.com/en/remembering-the-victims-of-nazi-eugenics/a-16945569>

<http://www.prezi.com>

<https://collections.ushmm.org/search/catalog/pa1151175>





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GRADE 11

NOVEMBER 2022

**HISTORY P1
MARKING GUIDELINE**

MARKS: 150



This marking guideline consists of 23 pages.

1. SOURCE-BASED QUESTIONS

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

COGNITIVE LEVELS	HISTORICAL SKILLS	WEIGHTING OF QUESTIONS
LEVEL 1	<ul style="list-style-type: none"> Extract evidence from sources. Selection and organisation of relevant information from sources. Define historical concepts/terms. 	30% (15)
LEVEL 2	<ul style="list-style-type: none"> Interpretation of evidence from sources. Explain information gathered from sources. Analyse evidence from the sources. 	40% (20)
LEVEL 3	<ul style="list-style-type: none"> Interpret and evaluate evidence from sources. Engage with sources to determine its usefulness, reliability, bias and limitations. Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions. 	30% (15)

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

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

1.3 **Assessment procedures for source-based questions**

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

Paragraph question

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

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

_____ . _____ . _____ . _____
_____ . _____ . _____ . _____ √√√√ Level 2

Used mostly relevant evidence to write a basic paragraph

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

$\frac{32}{50}$

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

2. ESSAY QUESTIONS**2.1 The essay questions require candidates to:**

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

2.2 Marking of essay questions

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

2.3 Global assessment of the essay

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

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

2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing the essay.

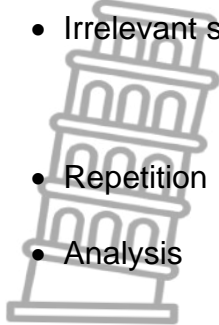
2.4.2 During the reading of the essay ticks need to be awarded for a relevant introduction (indicated by a bullet in the marking guideline/memorandum), each of the main points/aspects that is properly contextualised (also indicated by bullets in the marking guideline/memorandum) and a relevant conclusion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

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

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

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

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



2.5 The matrix

2.5.1 Use of the matrix in the marking of essays.

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

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

C	LEVEL 4	

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

C	LEVEL 4	
P	LEVEL 3	



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

C	LEVEL 4	} 26–27
P	LEVEL 3	

COMMENT

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

MARKING MATRIX FOR ESSAY: TOTAL: 50

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

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

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

SECTION A: SOURCE-BASED QUESTIONS**QUESTION 1: HOW DID STALIN'S FIVE-YEAR PLANS TRANSFORM RUSSIA INTO AN INDUSTRIALISED STATE BY 1939?**

- 1.1 1.1.1 *[Definition of historical concept in own words from Source 1A – L1]*
- The transformation of an agricultural economy to a one that is based on the manufacturing of goods.
 - Any other relevant response (Any 1 x 2) (2)
- 1.1.2 *[Extraction of evidence from Source 1A – L1]*
- 'The Soviet Union would not be able to defend itself against an invasion from capitalist countries in the West' (1 x 2) (2)
- 1.1.3 *[Definition of historical concept in context from Source 1A – L2]*
- Combining small farms into large farms called communes
 - Any other relevant response (Any 1 x 2) (2)
- 1.1.4 *[Interpretation of evidence from Source 1A – L2]*
- Farming needed machinery to cultivate and work the agricultural lands
 - Agricultural mass production necessitated technological developments in the oil and petrol industries
 - Collective farms needed electricity hence power stations were built.
 - Stalin used the profits of agriculture to fund the development of industries
 - The raw agricultural products had to be converted into consumer goods.
 - Any other relevant response. (Any 2 x 2) (4)
- 1.1.5 *[Determine usefulness of Source 1A – L3]*
- The source is useful to a great extent because:**
- It states that Stalin wanted to protect Russia against an attack from capitalist countries
 - It states that Russia was a backward country that's why Stalin wanted to transform Russia into a superpower
 - It explains how Stalin used agriculture as the basis for industrial development
 - Any other relevant response. (1 x 2) (2)

- 1.2 1.2.1 *[Extraction of evidence from Source 1B – L1]*
- Continued the primary emphasis on heavy industry (1 x 2) (2)
- 1.2.2 *[Extraction of evidence from Source 1B – L1]*
- Industry failed to meet its production targets
 - Agriculture lost ground in comparison with 1928 yields (2 x 1) (2)
- 1.2.3 *[Interpretation of evidence from Source 1B – L2]*
- The gross agricultural production increased by just under 54%.
 - Gross industrial production more than doubled
 - The Russian defence industry transformed and improved
 - Any other relevant response (Any 2 x 2) (4)
- 1.2.4 *[Interpretation of evidence from Source 1B – L2]*
- Russia suffered heavy defeats during the First World War
 - Russia lost the greatest number of lives during the First World War
 - The capitalist neighbouring states did not act as a buffer
 - Stalin was afraid that Russia would be defeated again in future wars
 - Stalin wanted to protect and safeguard Russia as a communist state
 - Any other relevant response (Any 2 x 2) (4)
- 1.3 1.3.1 *[Extraction of evidence from Source 1C – L1]*
- 18,3 (1 x 2) (2)
- 1.3.2 *[Interpretation of evidence from Source 1C – L2]*
- The Second World War had started
 - Russia was preparing to protect herself against German aggression
 - The increase in iron and steel production facilitated the rapid production of armaments
 - Stalin wanted Russia to protect herself against capitalist countries
 - Any other relevant response (Any 1 x 2) (2)
- 1.3.3 *[Interpretation of evidence from Source 1C – L2]*
- The production of coal increased
 - More factories were built
 - Housing development increased
 - Production of electrical goods increased.
 - The building of hydro-electrical dams increased electricity supply
 - Any other relevant response (Any 1 x 2) (2)

- 1.4 *[Comparison of evidence from Sources 1A and 1C – L3]*
- Source 1A states that the aim of the Five-Year plan was to concentrate on iron and steel, whilst Source 1C shows the increase in the production of iron and steel.
 - Source 1A states that oil and power stations were needed for industrialisation which is clearly indicated in Source 1C where oil and electricity output increased tremendously
 - Source 1A states that Russia needed to defend herself from capitalist countries and this is supported by the increase in the number of tanks and warplanes in Source 2C
 - Any other relevant response (Any 1 x 2) (2)
- 1.5 1.5.1 *[Extraction of evidence from Source 1D – L1]*
- 'The USSR was able to play a major part in the defeat of Germany during the Second World War.' (1 x 1) (1)
- 1.5.2 *[Extraction of evidence from Source 1D – L1]*
- 'Improved supply of electricity'
 - 'greater number of machines built'
 - 'Almost all heavy industries enjoyed substantial increases in production'
 - 'There were many large-scale industrial and building developments, such as the Dnieper Dam, the Moscow Metro and the steelworks at Magnitogorsk, Gorky and Kutznetsk
 - Life for many ordinary Russians improved after 1917'
 - 'They had city housing schemes'
 - 'universal health care'
 - 'pensions and sickness benefits'
 - 'From 1934 it was compulsory for children to receive eleven years of education'
 - 'Illiteracy declined from about 50% in 1924 to 19%'
 - 'The USSR was also largely free from the unemployment'.
 - Any other relevant response. (Any 3 x 1) (3)
- 1.5.3 *[Interpretation of evidence from Source 1D – L2]*
- To eradicate illiteracy.
 - To create a skilled workforce
 - To indoctrinate Russians with communist ideology.
 - To reduce social evils in Russian society
 - Any other relevant response (Any 2 x 2) (4)
- 1.5.4 *[Interpretation of evidence from Source 1D – L2]*
- Ordinary citizens did not benefit from the wealth that was generated through industrialisation
 - The government used the profits of the industries and agriculture to fund further development
 - The government used proceeds of the economy to develop and modernise the Russian army for future protection from capitalist countries.
 - Any other relevant response (Any 2 x 2) (4)

1.6 [Interpretation, analysis and synthesis of evidence from relevant sources – L3]

Candidates may use the following as points to answer the question:

- Stalin accepted the need for collectivisation and industrialisation (Source 1A)
- Agriculture was collectivised and mechanised (Own knowledge and Source 1A)
- Power stations and oilfields were developed (Source 1A and 1D)
- State control over the economy to drive industrialisation (Own knowledge)
- Stalin demanded rapid industrialisation to prevent an invasion from capitalist countries (Source 1A and 1D)
- Five-Year Plans emphasised heavy industry (Sources 1B and 1D)
- More consumer goods were produced (Source 1B)
- Russian defence developed and modernised (Sources 1B and 1C)
- Dnieper dam supplied hydro-electrical power (Sources 1C and 1D)
- Compulsory education eliminated illiteracy (Source 1D)
- Production of coal doubled – supplied more electricity (Source 1C)
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g., shows little or no understanding of how the Five-Year Plans transformed Russia into an industrialised state by 1939. • Uses evidence partially to report on topic or cannot report on topic. 	MARKS 0–2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic e.g., shows some understanding of how the Five-Year Plans transformed Russia into an industrialised state by 1939. • Uses evidence a very basic manner. 	MARKS 3–4
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g., demonstrates a thorough understanding of how the Five-Year Plans transformed Russia into an industrialised state by 1939. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	MARKS 5–6

(6)
[50]

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

- 2.1 2.1.1 *[Definition of a historical concept from Source 2A – L1]*
- Period of economic hardship experienced by the American public after the collapse of the stock market
 - Any other relevant response (1 x 2) (2)
- 2.1.2 *[Extraction of evidence from Source 2A – L1]*
- To lift the United States out of the Great Depression.
 - economic relief to the suffering
 - regulate private industry
 - and grow the economy (4 x 1) (4)
- 2.1.3 *[Interpretation of evidence from Source 2A – L2]*
- The capitalist economic system failed millions of Americans
 - The capitalist system was not regulated by government
 - The capitalist system was based on rugged individualism without taking the consequences into account
 - The suffering caused by the failed economic system had to be addressed by government and not by private individuals
 - Any other relevant response (Any 2 x 2) (4)
- 2.1.4 *[Interpretation of evidence from Source 2A – L2]*
- The government is ultimately responsible for the welfare of all their citizens
 - Government must regulate the economy to prevent economic collapse and impending economic hardships of people
 - Government must provide a safety net for the poor, elderly and unemployed.
 - Any other relevant response (Any 1 x 2) (2)
- 2.2 2.2.1 *[Extraction of evidence from Source 2B – L1]*
- notion (thought) of limited production. (1 x 2) (2)
- 2.2.2 *[Extraction of evidence from Source 2B – L1]*
- 'He wanted farmers, labourers and businessmen to begin producing less'
 - 'supply and demand would restore the market'
 - Any other relevant answer (2 x 1) (2)

- 2.2.3 *[Interpretation of evidence from Source 2B – L2]*
- America was experiencing severe poverty and hunger as a result of unemployment
 - Millions of people were starving and yet he wanted farmers to produce less
 - Millions of people were jobless and could not afford to buy food
 - Any other relevant response (Any 1 x 2) (2)
- 2.2.4 *[Interpretation of evidence from Source 2B – L2]*
- A tenant farmer that would rent a piece of land from the owner and repays him with a share of his crop as rent.
 - Any other relevant response (Any 1 x 2) (2)
- 2.2.5 *[Interpretation of evidence from Source 2B – L2]*
- The NRA regulated working hours
 - The NRA increased the wages of labourers
 - It allowed for collective bargaining
 - It introduced codes to regulate businesses for fair prices
 - Any other relevant answer (Any 2 x 2) (4)
- 2.3 2.3.1 *[Extraction of evidence from Source 2C – L1]*
- To modernise and reduce unemployment in the Tennessee River valley (1 x 2) (2)
- 2.3.2 *[Extraction of evidence from Source 2C – L1]*
- Cheap electricity to thousands of people
 - Created affordable employee housing
 - Manufactured cheap fertiliser
 - Drained thousands of acres for farming (Any 2 x 1) (2)
- 2.3.3 *[Interpretation of evidence from Source 2C – L2]*
- Government electricity prices were cheaper than theirs.
 - They could not compete against government
 - They were denied the opportunity of competition
 - The loss of money because government initiatives were more favourable to the consumers
 - Any other relevant response (Any 2 x 2) (4)
- 2.3.4 *[Determining the usefulness of Source 2C – L3]*
- Source is useful because:**
- It shows the positive results of the TVA
 - It shows that government intervention can improve the lives of people
 - It highlights the importance of government intervention to uplift the standard of living in America
 - It shows both the positive and negatives of government intervention in business
 - Any other relevant response (Any 1 x 2) (2)

- 2.4 2.4.1 *[Interpretation of evidence from Source 2D – L2]*
- The intention was to rally support for the SSA
 - To show that the elderly was happy with the SSA
 - To show that the senior citizens supported the government initiative
 - Any other relevant response (Any 2 x 2) (4)
- 2.4.2 *[Interpretation of evidence from Source 2D – L2]*
- The SSA provided cash pensions to their needy aged
 - The SSA created a system of Federal old-age benefits for retired workers
 - It paid financial benefits to retirees over age 65 based on lifetime payroll tax contributions.
 - Provided unemployment insurance funded by an employer
 - Provided financial assistance for widows with children
 - Provided financial assistance for disabled individuals
 - Any other relevant answer (Any 2 x 2) (4)
- 2.5 *[Comparison of information from Source 2A and Source 2D – L3]*
- Source 2A states that New Deal will lift the USA out of the depression, and this is supported in Source 2D where the SSA lifts the elderly out of the Depression
 - Source 2A states that New Deal will reform the regulatory legislation whilst the SSA in Source 2D is the outcome of that reform
 - Source 2A states that the government is responsible for the welfare of its citizens, and this is supported in 2D where the welfare of senior citizens are taken care of by the government
 - Any other relevant response (Any 1 x 2) (2)
- 2.6 *[Interpretation, analysis and synthesis of evidence from relevant sources – L3]*

Candidates may include the following aspects in their responses:

- The New Deal promised to lift America out of the depression (Source 2A)
- The New Deal regulated economy and looked after welfare of its people (Source 2A and 2D)
- The New Deal led to direct intervention of government into the economic activities of the country to prevent future depressions (Source 2A)
- The New Deal brought relief to thousands of people (Source 2B)
- The National Industrial Recovery Act encouraged an increase in labour wages and a decrease in hours worked during a week. (Source 2B)
- AAA did not solve the problem of sharecroppers (Source 2B)
- The TVA provided cheap electricity to thousands of people. (Source 2C)
- The TVA created affordable employee housing (Source 2C)
- The TVA manufactured cheap fertiliser and drained thousands of acres for farming. (Source 2C)
- The Social Security Act provided old age pensions for the elderly (Source 2D)

- The SSA provided an unemployment fund (Source 2D)
- Many believe that it was the Second World War that lifted the USA out of the depression.
- Any other relevant answer.


Use the following rubric to allocate a mark:

<p>LEVEL 1</p>	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g., shows little or no understanding of whether Roosevelt’s New Deal achieved the objectives of relief, reform and recovery of the American economy. • Uses evidence partially to report on topic or cannot report on topic. 	<p>MARKS 0–2</p>
<p>LEVEL 2</p>	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to the topic e.g., shows some understanding of whether Roosevelt’s New Deal achieved the objectives of relief, reform and recovery of the American economy • Uses evidence in a very basic manner. 	<p>MARKS 3–4</p>
<p>LEVEL 3</p>	<ul style="list-style-type: none"> • Uses relevant evidence e.g., demonstrates an insight of whether Roosevelt’s New Deal achieved the objectives of relief, reform and recovery of the American economy • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	<p>MARKS 5–6</p>

(6)
[50]



QUESTION 3: WHAT WAS THE IMPACT OF PSEUDO-SCIENTIFIC RACE THEORIES ON NAZI RACIAL POLICIES IN THE 1930s AND 1940s?

- 3.1 3.1.1 *[Definition of historical concept in your own words from Source 3A – L1]*
- Deliberate prejudice, discrimination or hatred against people because of their colour, ethnicity or nationality
 - Any other response (Any 1 x 2) (2)
- 3.1.2 *[Interpretation of information from Source 3A – L2]*
- Animals that can adapt to their environment have a better chance for survival
 - Animals that can adapt to their environment have a better chance for reproduction at the expense of others
 - Any other relevant response (Any 2 x 2) (4)
- 3.1.3 *[Extraction of evidence from Source 3A – L1]*
- Justify imperialism
 - Justify racism
 - Justify eugenics
 - Justify social inequality
 - Any other relevant response. (4 x 1) (4)
- 3.1.4 *[Interpretation of evidence from Source 3A – L2]*
- It was research done on animals and not on humans
 - There is no scientific proof that one race is superior to the other
 - Humans are not in a competition amongst each other.
 - Any other relevant response (Any 2 x 2) (4)
- 3.2 3.2.1 *[Extraction of evidence from Source 3B – L1]*
- Thousands of people were forcibly sterilised (1 x 2) (2)
- 3.2.2 *[Definition of historical concept from Source 3B – L2]*
- The belief that the human race can be improved through selective breeding
 - Any other relevant response (Any 1 x 2) (2)
- 3.2.3 *[Extraction of evidence in Source 3B – L1]*
- People with:**
- Congenital mental deficiency
 - Schizophrenia
 - Epilepsy
 - Hereditary deafness and blindness
 - Any severe hereditary deformity
 - Alcoholics (Any 4 x 1) (4)
- 

- 3.2.4 *[Interpretation of evidence from Source 3B – L2]*
- No freedom of choice
 - No freedom to live
 - No freedom to determine your own future
 - No freedom to reproduce
 - Any other relevant response (Any 2 x 2) (4)
- 3.3 3.3.1 *[Extraction of evidence from Source 3C – L1]*
- They were forced to sign sterilisation authorisation forms. (1 x 2) (2)
- 3.3.2 *[Interpretation of evidence from Source 3C – L2]*
- Babies were separated from their parents and handed over.
 - Babies denied the opportunity to bond with their mother/parents
 - Babies right to a normal life was taken away
 - Babies right to life was taken away because of deaths emanating from medical experiments
 - Any other relevant response (Any 2 x 2) (4)
- 3.3.3 *[Interpretation of evidence from Source 3C – L2]*
- She was afraid that they might kill the other twin
 - She did not want them to continue their research on her child
 - She was afraid that she might never see her child again
 - It was her legitimate right to raise her child.
 - Any other relevant response (Any 2 x 2) (4)
- 3.4 3.4.1 *[Interpretation of evidence from Source 3D – L2]*
- To indicate to the world that the Eugenics practices were accepted by non-Arians
 - To mislead the public
 - To show that the improvement of the human race through eugenics was successful
 - Any other relevant response. (Any 2 x 2) (4)
- 3.4.2 *[Determining the limitations of Source 3D – L3]*
- Bias towards the German medical practitioners
 - It does not depict the pain and anger that the couple endured
 - It was a propaganda photoshoot – meaning they were forced to pose for the picture
 - It puts eugenics in a positive light
 - Any other relevant response. (Any 1 x 2) (2)

3.5 *[Comparison of information from Source 3C and 3D – L3]*

- In Source 3D the couple looks very happy about the eugenics program whilst in Source 3C states that the couple was forced to sterilise.
- Source 3C states that they were forced to give up their children whilst source 3D shown that they are the custodians of their children
- Source 3C mentions that one of the twins died as a result of the eugenics experiment whilst Source 3D shows the couple pushing both their children in a pram.
- Any other relevant response (Any 1 x 2) (2)

3.6 *[Interpretation, analysis and synthesis from relevant sources – L3]*

Candidates may include the following aspects in their responses:

- Social Darwinism theories applied to the human race (Source 3A)
- 'Survival of the fittest' – the idea that certain people become powerful in society because they are innately better (Source 3A)
- Law for the Prevention of Hereditarily Diseased Offspring – hundreds of thousands of people were forcibly sterilised. (Source 3B)
- Sterilisation to prevent the spread of hereditary diseases. (Source 3B)
- Led to a life without the possibility of having children. (Source 3B)
- Many were heavily traumatised and suffered their entire lives (Source 3B)
- All non-Arians were subjected to sterilisations (Source 3B)
- Gabriel and Theresia Reinhard were forced to give up their children (Source 3C)
- The twins were experimented on and one died (Source 3C)
- Theresia grabbed the remaining twin and fled (Source 3C)
- Gabriel and Theresia Reinhard were forced to take propaganda photos to rally support for eugenics program (Source 3D)
- Any other relevant response



Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none">• Cannot extract evidence or extract evidence from the sources in a very elementary manner e.g., shows no or little understanding of the impact of Pseudo Scientific theories on Nazi Racial policies in the 1930s and 1940s.• Uses evidence partially to report on topic or cannot report on topic.	MARKS 0–2
LEVEL 2	<ul style="list-style-type: none">• Extract evidence from the sources that is mostly relevant and relates to a great extent to the topic e.g., showing an understanding of the impact of Pseudo Scientific theories on Nazi Racial policies in the 1930s and 1940s.• Uses evidence in a very basic manner.	MARKS 3–4
LEVEL 3	<ul style="list-style-type: none">• Use evidence from sources very effectively in an organised paragraph that shows an understanding of the topic e.g., demonstrates a thorough understanding of the impact of Pseudo Scientific theories on Nazi Racial policies in the 1930s and 1940s.• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	MARKS 5–6

(6)
[50]



SECTION B: ESSAY QUESTIONS

QUESTION 4: COMMUNISM IN RUSSIA, 1900–1940

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

SYNOPSIS

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

MAIN ASPECTS

Candidates should include the following aspects in their responses:

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

ELABORATION

CIVIL WAR

- 1918 Civil war between Lenin's Reds and his opposition Whites
- Reds won that war – why – the role of Trotsky
- Cheka eliminated enemies (Red Terror)
- War Communism – state control over economy
- All food and ammunition were given to the Red Army

WAR COMMUNISM

- State control over economy
- Private ownership (capitalism) abolished
- Food patrols collected grain sometimes by force
- Was dictated by military needs, considerations and conditions of the Red Army. The result – peasants resisted communism by producing for their own consumption
- This led to famine – 5 million people died of starvation
- Led to peasant strikes
- Bolsheviks became unpopular
- Communism has failed
- To remain in power Lenin abandoned war communism
- Introduced his New Economic Policy
- **THE NEP** – was a compromise with capitalism
- It allowed private ownership on a limited scale
- Capitalist features – peasants could sell their surplus on **open market after they gave the state their quota**
- **Kulaks** were wealthy peasants – classes created
- Industries were privatised but owners lost their right to vote
- Incentive bonuses were given to increase production
- This led to a wealthy group of industrialists called Nep men
- Incentive bonuses given to increase production
- Banks gave loans to prospective businessmen
- Kulaks could hire workers and lease land
- Tax paid in cash

- Income and property tax were introduced on urban dwellers
 - Trade agreements signed with other capitalist countries
 - This encouraged foreign investment
 - Results – an economic success
 - Split communist thinking
 - Any other relevant response.
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

[50]



QUESTION 5: CAPITALISM IN THE USA, 1900–1940

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

SYNOPSIS

Candidates must focus on the causes of the Great Depression and the inability of the US government to control capitalism in America

MAIN ASPECTS

Candidates should include the following aspects in their responses:

Introduction: Candidates should critically discuss the causes of the Great Depression and the inability of the US government to control capitalism in America.

ELABORATION

- The Great Depression was a worldwide business slump in the 1930's
- It began with the collapse of the Wall Street stock market in the USA
- It caused a sharp decrease in world trade and effected almost every nation
- It had serious consequences and led to some countries changing their leaders and type of government
- Agriculture: After 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 business world by forming trusts
- They kept wages low and prices high
- This depressed demand because people could not afford to buy products
- Any other relevant response.

- Conclusion: Candidates should tie up their argument with a relevant conclusion.

[50]

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

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

SYNOPSIS

Candidates should indicate to what extent the pseudo-scientific theories based on Social Darwinism and Eugenics impacted the lives of non-Aryans living in Germany

MAIN ASPECTS

Candidates should include the following aspects in their responses:

Introduction: Candidates should indicate to what extent the pseudo-scientific theories based on Social Darwinism and Eugenics impacted the lives of Jews living in Germany. They must also indicate how they intend to support their line of argument.

ELABORATION**Causes**

- Social Darwinism believes that there is a hierarchy of human species into 'races'
- Social Darwinism is a false application of Darwin's ideas such as adaptation and natural selection
- Social Darwinism does not believe in the principle of equality of all human beings.
- It states that 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
- The strongest nation was the fittest, therefore the best, and consequently had an inherent right to rule.
- It was therefore natural, normal, and proper for the strong to thrive at the expense of the weak.
- White Protestant Europeans had evolved much further and faster than other 'races'.
- 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 rationalise imperialism, colonialism, racism and poverty.
- Germany
- Eugenics was one of the pillars of Nazi ideology, and in Nazi Germany state-run eugenics programs were practiced.
- Eugenics believed in the study of human improvement by genetic means.
- Planned human betterment through selective mating
- Mental qualities (such as genius and talent) are inherited.
- Conscious intervention to avoid over-breeding by 'less fit' members of society and the under-breeding of the 'more fit' ones.
- Anti-Jewish Nazi laws and decrees
- Hitler wanted to make Nazi Germany *Judenrein* (free of Jews)

- Rather, anti-Jewish oppressive measures were slowly introduced to exclude Jews from all aspects of German life.
- Anti-Semitic laws went hand in hand with state violence and terror.
- Jewish businesses were boycotted
- All Jews had to wear a yellow Star of David badge to make them easy to identify
- Jews were dismissed from the civil service
- Jews were expelled from all schools and universities
- Jews were stripped of all citizenship rights
- Marriage or sexual relations between Jews and 'Aryans' was forbidden
- Jews were forbidden in certain places (for example, Jews were forced to sit on separate benches, were not permitted to use public facilities, travel on trams, or attend opera, theatre or cinema, were not admitted to restaurants, hotels, shops or hospitals)
- After June 1938, the Nazis began the systematic expropriation of Jewish property
- Jews were the main targets of genocide.
- The following people were also considered 'inferior' and 'undesirable', and were sterilised, sent to concentration camps or killed:
 - Sinti and Roma (gypsies)
 - Mentally and physically disabled patients
 - Jehovah's Witnesses
 - Black people and people of 'mixed marriage' (mixed marriage of mixed race?)
 - Criminals
 - Opponents of the Nazis
- 1941 the Nazis implemented the 'final solution to the Jewish question.'
- They decided to murder every Jewish man, woman and child in Europe.
- Men, women and children were rounded up and shot by firing squads in and buried mass graves.
- But shooting by firing squads was inefficient and too personal for the killers.
- Mass 'extermination' by gas – large numbers of Jews killed
- Six 'Death Camps' were established – all were situated in Poland.
- Auschwitz-Birkenau, Majdanek, Chelmno, Belzec, Sobibor and Treblinka, were constructed for the purpose of killing.
- Gas vans and gas chambers were constructed at the death camps.
- Zyklon B gas was used.
- Any other relevant response.

- Conclusion: Candidates should tie up their argument with a relevant conclusion.

[50]**TOTAL: 150**