



NATIONAL SENIOR CERTIFICATE

GRADE 11

NOVEMBER 2024

HISTORY P1

MARKS: 150

TIME: 3 hours



* I H I S T E 1 *

This question paper consists of 9 pages and an addendum
of 14 pages.

INSTRUCTIONS AND INFORMATION

1. This question paper consists of SECTION A and SECTION B based on the prescribed content framework in the CAPS document.

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. SECTION A consists of THREE source-based questions. Source material that is required to answer these questions can be found in the ADDENDUM.
3. SECTION B consists of THREE essay questions.
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 be either a source-based question or an essay question.
5. You are advised to spend at least ONE hour per question.
6. When answering the questions, candidates should apply their knowledge, skills and insight.
7. You will be disadvantaged by merely rewriting the sources as answers.
8. Number the answers correctly according to the numbering system used in this question paper.
9. Write neatly and legibly.

SECTION A: SOURCE-BASED QUESTIONS

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

QUESTION 1: WHAT WAS THE IMPACT OF LENIN'S NEW ECONOMIC POLICY ON THE RUSSIAN ECONOMY?

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

1.1 Refer to Source 1A.

- 1.1.1 Define the concept *New Economic Policy* in your own words. (1 x 2) (2)
- 1.1.2 List from the source, TWO reasons for the introduction of the New Economic Policy. (2 x 1) (2)
- 1.1.3 What, according to the source, were the THREE main changes of the NEP that assisted the economy to improve? (3 x 1) (3)
- 1.1.4 Using the source and your own knowledge, explain why you think peasants gladly welcomed the NEP. (2 x 2) (4)
- 1.1.5 Comment on the statement, 'the NEP represents a temporary retreat from Russia's previous policy of extreme centralisation and doctrinaire socialism'. (1 x 2) (2)

1.2 Refer to Source 1B.

- 1.2.1 Define the term *requisitioning* in the context of the Russian economy. (1 x 2) (2)
- 1.2.2 Comment on what is implied by the statement, "to provide breathing space for the Russian people and an economy on the brink of collapse after seven years of war". (1 x 2) (2)
- 1.2.3 Using the information in the source and your own knowledge, to explain the impact of the NEP in Russia. (2 x 2) (4)
- 1.2.4 Quote from the source, the TWO rich classes that emerged as a result of the NEP. (2 x 1) (2)

- 1.3 Refer to Source 1C.
- 1.3.1 In which year, according to the source, was grain production the highest? (1 x 1) (1)
- 1.3.2 Quote from the source the year in which coal production was at its lowest in Russia. (1 x 1) (1)
- 1.3.3 What messages are conveyed in the source regarding the NEP? (2 x 2) (4)
- 1.3.4 Comment on the limitations of this source to a historian researching the impact of the NEP in Russia from 1921 to 1928. (1 x 2) (2)
- 1.4 Refer to Source 1D.
- 1.4.1 Quote evidence from the source which proves that the NEP had a positive impact on Russian economy. (1 x 1) (1)
- 1.4.2 What, according to the source, was the original plan of the NEP? (1 x 2) (2)
- 1.4.3 Using the information from the source and your own knowledge, explain the dangers of capitalism that Lenin was referring to. (2 x 2) (4)
- 1.4.4 Comment on what was implied by the statement, “they will squeeze profits out of you ...” (2 x 2) (4)
- 1.5 Compare Source 1B and Source 1C. Explain how the information in Source 1B supports the evidence in Source 1C regarding the impact of the New Economic Policy on Russia. (1 x 2) (2)
- 1.6 Using the information from the relevant sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining the impact of Lenin’s New Economic Policy on the Russian economy. (6)

[50]

QUESTION 2: HOW DID ROOSEVELT'S NEW DEAL RESPOND TO THE ECONOMIC CHALLENGES CREATED BY THE GREAT DEPRESSION IN THE UNITED STATES OF AMERICA FROM THE 1930s TO THE 1940s?

2.1 Refer to Source 2A.

2.1.1 Why, according to the source, was the New Deal established in America in the 1930s? (1 x 2) (2)

2.1.2 Define the concept *laissez faire* in the context of the US economy. (1 x 2) (2)

2.1.3 Mention THREE agencies that the United States of America used to improve the economy. (3 x 1) (3)

2.1.4 Using the source and your own knowledge, explain how the New Deal would improve the US economy. (2 x 2) (4)

2.2 Refer to Source 2B.

2.2.1 How, according to the source, did the following agencies respectively assist in improving conditions in America?

(a) PWA

(b) FERA (2 x 1) (2)

2.2.2 What, according to the source, were the other agencies that were used in the United States of America to alleviate suffering in the economy? (3 x 1) (3)

2.2.3 Define the term *compensation* in your own words. (1 x 2) (2)

2.2.4 Comment on how President Roosevelt tried to change the attitude of the Americans during the Great Depression years. (2 x 2) (4)

2.3 Consult Source 2C.

2.3.1 What, according to the source, were the important accomplishments of the New Deal? (2 x 1) (2)

2.3.2 What is implied by the statement, 'depressions would not disappear of their own accord'? (2 x 2) (4)

2.3.3 Why do you think that the US economy got some boost from the New Deal? (2 x 2) (4)

2.3.4 Using the information in the source and your own knowledge, explain how the New Deal helped American people during the Great Depression. (2 x 2) (4)

- 2.4 Refer to Source 2D.
- 2.4.1 Explain the messages portrayed in the photograph. (2 x 2) (4)
- 2.4.2 Explain the usefulness of this source to a historian investigating the success of the New Deal in improving the US economy. (1 x 2) (2)
- 2.4.3 Compare Source 2B and Source 2D. Explain how the information in Source 2B contradicts the evidence in Source 2D regarding the successes of the New Deal in the United States of America. (1 x 2) (2)
- 2.5 Using the information from relevant sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining how Roosevelt's New Deal responded to the economic challenges created by the Great Depression in the USA in the 1930s to the 1940s. (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 Refer to Source 3A.

- 3.1.1 Define the concept *Aryan* in the context of Germany. (1 x 2) (2)
- 3.1.2 Quote THREE groups of people, from the source, that were targeted by the Nazi racial policies. (3 x 1) (3)
- 3.1.3 How, according to the source, was Germany going to verify those to be targeted? (1 x 2) (2)
- 3.1.4 Using information in the source and your own knowledge, explain why Germans were so much concerned about the non-Aryan issue. (2 x 2) (4)
- 3.1.5 Comment on what is implied by the statement, "to determine the suitability of potential spouses for members of the SS". (2 x 2) (4)

3.2 Consider Source 3B.

- 3.2.1 Define the term *dictatorship* in your own words. (1 x 2) (2)
- 3.2.2 How, according to the source, did the Nazi's fulfill the long-held dream of the eugenicists? (1 x 2) (2)
- 3.2.3 Quote from the source the legislation that permitted sterilisation and other segregationist practices in Germany in the 1930s. (1 x 2) (2)
- 3.2.4 Using the information in the source and your own knowledge, explain how the Nazi's abused people's rights regarding the sterilisation process. (2 x 2) (4)

3.3 Refer to Source 3C.

- 3.3.1 Quote from the source the literal meaning of 'euthanasia'. (1 x 1) (1)
- 3.3.2 What, according to the source, were the aims of the euthanasia program in Nazi Germany? (2 x 1) (2)
- 3.3.3 Using the information in the source and your own knowledge, explain why euthanasia was not a "good death" in Nazi Germany. (2 x 2) (4)
- 3.3.4 Explain why the health authorities encouraged the parents of children with disabilities to admit their young children to one of a number of specially designated pediatric clinics. (1 x 2) (2)
- 3.3.5 Why do you think the Nazi's did not reveal the real purpose of the private clinics to the parents of the children that were admitted? (1 x 2) (2)

- 3.4 Consider Source 3D.
- 3.4.1 Why, according to the source and your own knowledge, was Helene killed? (2 x 2) (4)
- 3.4.2 Explain the reliability of this source to a historian researching the impact of pseudo-scientific racism in Germany. (1 x 2) (2)
- 3.4.3 Compare Source 3C and Source 3D. Explain how the information in Source 3C supports the evidence in Source 3D, regarding the euthanasia program in Germany. (1 x 2) (2)
- 3.5 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]**

TOTAL SECTION A: 100



SECTION B: ESSAY QUESTIONS

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

Your essay should be about THREE pages long.

QUESTION 4: COMMUNISM IN RUSSIA, 1900–1940: CASE STUDY– STALIN'S FIVE-YEAR PLANS

Joseph Stalin improved the economy of the Soviet Union through a series of Five-Year Plans by the end of 1939.

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

Critically discuss the social and economic impact of the Great Depression and how the United States of America responded to it.

Use relevant historical evidence to support your line of argument. [50]

QUESTION 6: IDEAS OF RACE IN THE 19th AND 20th CENTURIES: CASE STUDY – HITLER AND THE JEWS

To what extent did the Nazi Germany use the racial ideas and eugenics to target and violate the rights of all 'non-Aryans and undesirables' in Nazi Germany, from 1933 to 1945?

Use relevant historical evidence to support your line of argument. [50]

TOTAL SECTION B: 50
GRAND TOTAL: 150





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**NATIONAL
SENIOR CERTIFICATE**

GRADE 11

NOVEMBER 2024

**HISTORY P1
ADDENDUM**



* I H I S T E 3 *



This addendum consists of 14 pages.

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

The source below is an article, written and fact checked by the Editors of Encyclopedia Britannica, USA. It explains the background to the New Economic Policy introduced in Russia from 1921 to 1928.

New Economic Policy (NEP), the economic policy of the government of the Soviet Union from 1921 to 1928, representing a temporary retreat from its previous policy of extreme centralisation (strict control) and doctrinaire socialism (communist principles). The policy of War Communism, in effect since 1918, had by 1921 brought the national economy to the point of total breakdown. The Kronstadt Rebellion of March 1921 convinced the Communist Party and its leader, Vladimir Lenin, of the need to retreat from socialist policies in order to maintain the party's hold on power. Accordingly, the 10th Party Congress in March 1921 introduced the measures of the New Economic Policy.

These measures included the return of most agriculture, retail trade, and small-scale light industry to private ownership and management while the state retained control of heavy industry, transport, banking and foreign trade. Money was reintroduced into the economy in 1922, (it had been abolished under War Communism).

The peasantry was allowed to own and cultivate their own land, while paying taxes to the state. The New Economic Policy reintroduced a measure of stability to the economy and allowed the Soviet people to recover from years of war, civil war, and governmental mismanagement. The small businessmen and managers who flourished in this period, became known as NEP men.

But the NEP was viewed by the Soviet government as merely a temporary expedient (measure) to allow the economy to recover while the Communists solidified (strengthened) their hold on power.

[From <https://www.britannica.com/money/New-Economic-Policy-Soviet-history>. Accessed on 11 May 2024]



SOURCE 1B

The source below deals with the achievements of the New Economic Policy (NEP) introduced by Vladimir Lenin in the Soviet Union between 1921 and 1928.

The replacement of requisitioning with a fixed tax, along with the return of market trading and a revived currency, provided peasant farmers with an incentive to work harder and produce more. As a consequence, the level of agricultural production began to rise significantly. Peasants who produced more began to acquire surplus goods and cash, which they used to buy more land or hire labour.

A new class of kulak peasants, a group long demonised in Bolshevik propaganda and persecuted by the Red Army and CHEKA, began to re-appear. Another group of opportunistic middlemen and retailers also emerged during the NEP period. Dubbed the Nepmen, they were mostly shopkeepers, salesmen and market stall holders who obtained items wholesale or secondhand and then sold them for a profit, a capitalistic activity that was strictly forbidden before 1921.

... Four years of the NEP saw production increase to 72.5 million tons. There were knock-on improvements in industrial production and the wages of industrial workers, which doubled between 1921 and 1924. In November 1921 the Soviet regime introduced currency reforms that would back inflation and restore trust in the rouble (Soviet currency). Most importantly, the availability of food in the cities was restored.

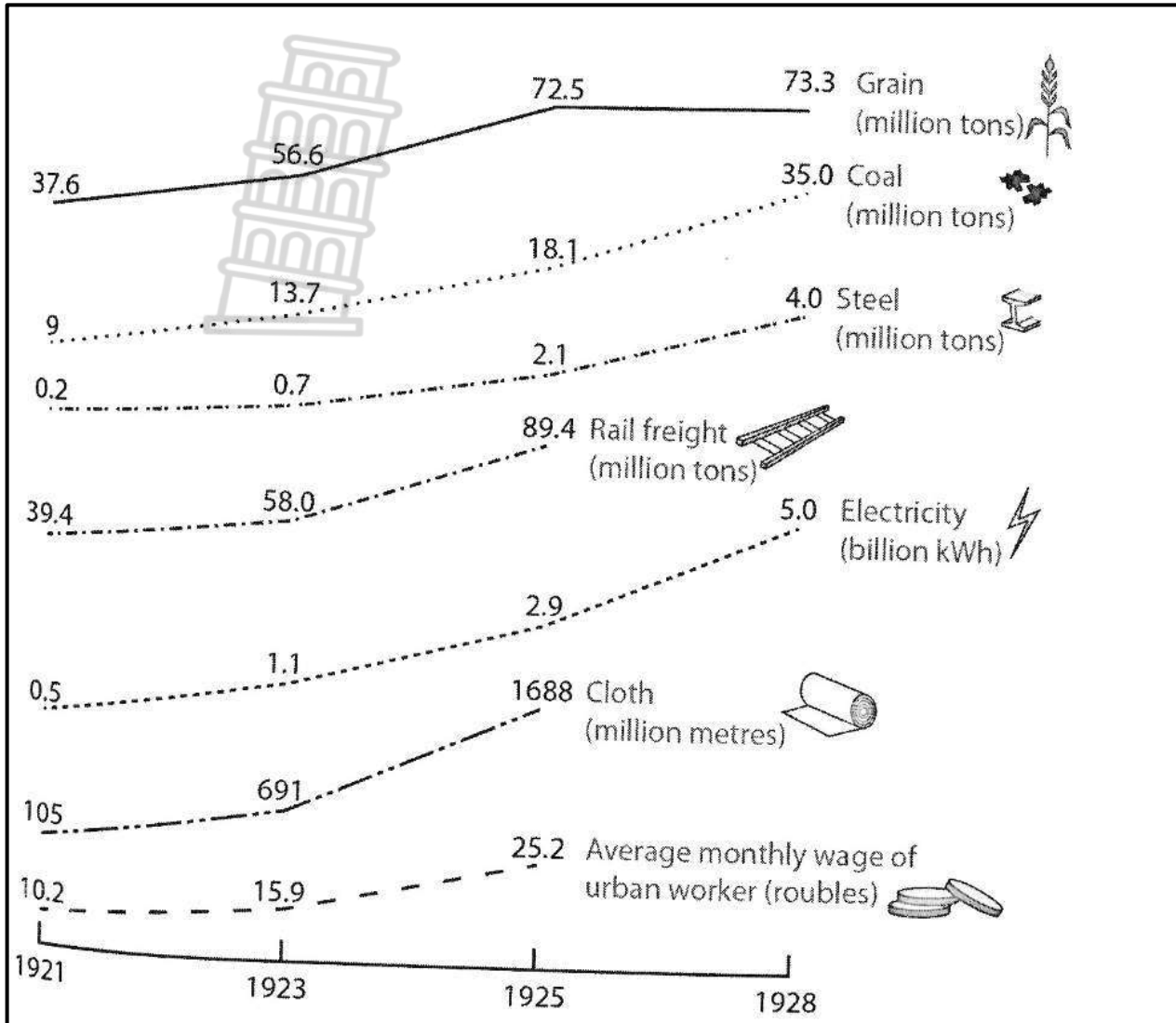
... Lenin responded by justifying the NEP as a temporary measure, intended to provide “breathing space” for the Russian people and an economy on the brink of collapse after seven years of war.

[From <https://alphahistory.com/russianrevolution/new-economic-policy-nep/> Accessed on 10 May 2024]



SOURCE 1C

The graph below indicates the Agricultural and Industrial production after the introduction of the NEP in Russia, 1921–1928. The graph was drawn by Walter Durranty, an American journalist.



[From M. Fernandez et al, Focus History Grade 11, 2012]

SOURCE 1D

The source below is an extract from a journal on Lenin's New Economic Policy written by Helene M. Glaza, 2009 Vol 1 No11. The source focuses on the debates on the impact of the New Economic Policy (NEP).

... The NEP was masterfully designed to bring capital into the state, which it did, and to help it prosper economically. However, some socialists believe it may have gone too far with its free-market economic style and possibly could have led the Soviet Union into permanently possessing a capitalist economy, which would have destroyed the socialist priority. The original plan, however, was to have capitalism in place until the economy was strong enough to achieve socialism.

Although it is obvious, through deep analysis of his documents and the strong expression of his beliefs in Communism and against Imperialism and capitalism, it would seem to some that Lenin had an almost paranoid anxiety of the capitalists. It's not just that he acknowledges the dangers of capitalism and the inevitable chance that there will be those who will disagree with Communism, but there is undeniable evidence that this truly was a real fear for him. An example of this paranoia is when he is speaking about how the Soviet people will now have to work side by side with the capitalists, and how they will be hard to pick out of a crowd. But the fact that "They will squeeze profits out of you ..." and that "they will enrich themselves, operating alongside of you".

Unfortunately, the New Economic Policy would be short-lived because after Lenin's death in January of 1924, Stalin's infamous Five-Year Plans were instilled upon the Soviet Union. Immediately, the New Economic Policy was abandoned; this would prove to be both good and bad. In a way, NEP had, indeed, improved the Soviet economy, but only back to the levels at which it was during World War One. The peasants were meeting the expectations of the government (therefore, not complying with their part of the agreement on the conditions of the free-market style of economy) which meant that although progress had been made in comparison to the desparity of the days of War Communism, not enough progress was made. In Stalin's mind, NEP had to go!

[From <https://www.inquiriesjournal.com/articles/1670/lenins-new-economic-policy-what-it-was-and-how-it-changed-the-soviet-union>. Accessed on 15 May 2024]



QUESTION 2: HOW DID ROOSEVELT'S NEW DEAL RESPOND TO THE ECONOMIC CHALLENGES CREATED BY THE GREAT DEPRESSION IN THE UNITED STATES OF AMERICA FROM THE 1930s TO THE 1940s?

SOURCE 2A

The source below explains the reasons why Roosevelt introduced the New Deal in the United States of America in the 1930s.

New Deal, ... took action to bring about immediate economic relief as well as reforms in industry, agriculture, finance, waterpower, labor and housing, vastly increasing the scope of the federal government's activities. The term *new deal* was taken from Roosevelt's speech accepting the Democratic nomination for the presidency on July 2, 1932. Reacting to the ineffectiveness of the administration of Pres. Herbert Hoover in meeting the ravages of the Great Depression, American voters the following November overwhelmingly voted in favour of the Democratic promise of a 'new deal for the forgotten man'.

Opposed to the traditional American political philosophy of *laissez-faire*, the New Deal generally embraced the concept of a government-regulated economy aimed at achieving a balance between conflicting economic interests. The new administration's first objective was to alleviate the suffering of the nation's huge number of unemployed workers.

Public works agencies, such as the Works Progress Administration (WPA) and the Civilian Conservation Corps (CCC), were created to dispense emergency and short term governmental aid to provide temporary jobs ... Before 1935 the New Deal focused on revitalising the country's-stricken business and agricultural communities. To revive industrial activity, the National Recovery Administration (NRA) was granted authority to help shape industrial codes governing trade practices, wages, hours, child labour and collective bargaining. The New Deal also tried to regulate the nation's financial hierarchy in order to avoid a repetition of the stock market crash of 1929 and the massive bank failure.

[From <https://www.britannica.com/summary/New-Deal-Causes-and-Effects>. Accessed on 11 May 2024]



SOURCE 2B

The source below focuses on how the New Deal dealt with some of the challenges posed by the Great Depression in America in the 1930s.

In 1933 the new president, Franklin D. Roosevelt, brought an air of confidence and optimism that quickly rallied the people to the banner of his program, known as the New Deal. 'The only thing we have to fear is fear itself' the president declared in his inaugural address to the nation. *Laissez-faire* is a French phrase meaning ... Roosevelt faced unprecedented mass unemployment. By the time he took office, as many as 13 million Americans – more than a quarter of the labor force, were out of work.

An early step for the unemployed came in the form of the Civilian Conservation Corps (CCC), a program that brought relief to young men between 18 and 25 years of age.

A Public Works Administration (PWA) provided employment for skilled construction workers on a wide variety of mostly medium-to large-sized projects. The Tennessee Valley Authority developed the impoverished Tennessee River valley area through a series of dams built for flood control ... The Federal Emergency Relief Administration (FERA), in operation from 1933 to 1935, distributed direct relief to hundreds of thousands of people, usually in the form of direct payments.

In 1933, Congress passed the Agricultural Adjustment Act to provide economic relief to farmers. The AAA proposed to raise crop prices by paying farmers a subsidy to compensate for voluntary cutbacks in production. The government provided aid in the form of the Soil Conservation Service, established in 1935. Farm practices that damaged the soil, had intensified the impact of the drought.

[From <https://www.ncpedia.org/anchor/roosevelt-and-new-deal>. Accessed on 15 May 2024]



SOURCE 2C

The source below is part of a speech made by Allan Winkler, a Professor of History, before the US senate committee. It focuses on the accomplishments and failures of the New Deal.

The New Deal was responsible for some powerful and important accomplishments. It put people back to work. It saved capitalism. It restored faith in the American economic system, while at the same time it revived a sense of hope in the American people. But economically, it was less successful. Monetary policy, as Christina Romer had suggested, made the most difference. Fiscal economic policy didn't really work because it wasn't really tried. Why, then did the New Deal fail to achieve economic recovery?

Basically, John Maynard Keynes argued that depressions would not disappear of their own accord. It was rather necessary to take aggressive action to jumpstart the economy. Ideally, such action should come from the private sector. But if such a response was not forthcoming, the government could act instead. It could spend massive amounts of money on public works or other projects, or cut taxes, or both.

Since the late 1930s, conventional wisdom has held that President Franklin D. Roosevelt's "New Deal" helped bring about the end of the Great Depression. The series of social and government spending programs did get millions of Americans back to work on hundreds of public projects across the country. But in the 80 years since the Great Depression was formally declared over in June of 1938, historians and economists have continued to debate the true merits of the New Deal and whether, in fact, the radical government spending programs brought about the end of the biggest economic downturn in history.

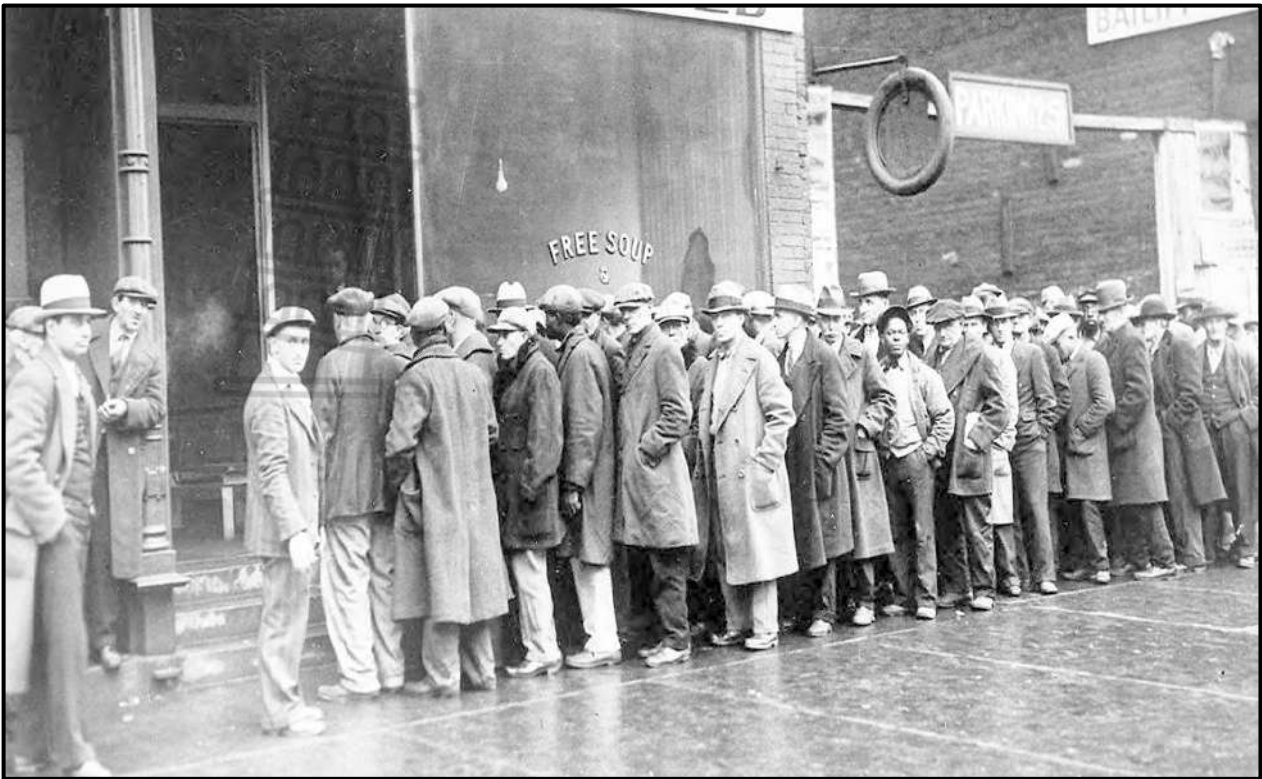
The New Deal often worked in counterproductive ways, at least economically. The New Deal also alienated businessmen, something Keynes counselled against. Fiscal policy, in short, did not work because it was never really tried. The unemployment rate never dropped below 14 percent, and for the entire decade of the 1930s, it averaged 17 percent.

[From <https://www.history.com/topics/great-depression/works-progress-administration>. Accessed on 15 May 2024]



SOURCE 2D

The source below shows US unemployed men of various ages queuing outside a soup kitchen opened in Chicago during the Great Depression.



[From <https://www.dailysignal.com/2014/09/28/new-deal-end-great-depression/> Accessed on 30 May 2024]



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

The source below appeared in the Holocaust Encyclopedia, USA Holocaust Memorial Museum. It explains the Nazi racial beliefs and policies, including the implementation plans.

Racism fueled Nazi ideology and policies. The Nazi's viewed the world as being divided up into competing inferior and superior races, each struggling for survival and dominance. They believed the Jews were not a religious denomination, but a dangerous non-European "race". In the early twentieth century, such views on race were widely accepted in many parts of the world.

According to Nazi theories of race, Germans and other Europeans had perceived superior physical and mental traits. They considered European peoples to be "Aryans," descended from the ancient Indo-Europeans who settled throughout the European continent as well as in Iran and India.

Racial antisemitism is the prejudice against, or hatred of Jews based on false scientific theory. Nazi racists viewed the mentally and physically ill as blemishes upon the genetic landscape of the so-called master race and, when they reproduced, as a biological danger to the purity of the Aryan race.

During World War II, Nazi physicians conducted bogus medical experiments seeking to identify physical evidence of Aryan superiority and non-Aryan inferiority. Despite killing countless non-Aryan prisoners in the course of these experiments, the Nazi's could not find any evidence for their theories of biological racial differences among human beings.

In 1931, the SS (Schutzstaffel; the elite guard of the Nazi state) established a Race and Settlement Office to conduct race "research" and to determine the suitability of potential spouses for members of the SS. After the Nazi's came to power, they passed the Nuremberg Race Laws in 1935, which codified a supposedly biological definition of Jewishness.

[From <https://encyclopedia.ushmm.org/content/en/article/nazi-racism-an-overview> Accessed 20 May 2024]

SOURCE 3B

The source below refers to the policy of sterilisation used by the Nazi's to keep racial purity in Germany.

On July 14, 1933, the Nazi dictatorship fulfilled the long-held dreams of eugenics proponents by enacting the Law for the Prevention of Offspring with Hereditary Diseases ("Hereditary Health Law"). The new Nazi law was coauthored (also written) by Falk Ruttke, a lawyer, Arthur Gütt, a physician and director of public health affairs, and Ernst Rüdin, a psychiatrist and early leader of the German racial hygiene movement.

Individuals who were subjected to the law were those men and women who "suffered" from any of nine conditions assumed to be hereditary: feeble-mindedness, schizophrenia, manic-depressive disorder, genetic epilepsy, Huntington's chorea (a fatal form of dementia), genetic blindness, genetic deafness, severe physical deformity, and chronic alcoholism.

Special hereditary health courts lent an aura (sense) of due process to the sterilisation measure, but the decision to sterilize was routine. Nearly all better-known geneticists, psychiatrists, and anthropologists sat on such courts at one time or another, mandating the sterilisations of an estimated 400 000 Germans.

Vasectomy (a form of male birth control) was the usual sterilisation method for men, and for women, tubal ligation, an invasive procedure that resulted in the deaths of hundreds of women. The "Blood Protection Law" announced in Nuremberg on 15 September 1935, criminalised marriage or sexual relations between Jews and non-Jewish Germans. Soon after, Nazi leaders took biological segregation a step further, privately discussing the 'complete emigration of all Jews as a goal'.

[From <https://encyclopedia.ushmm.org/content/en/article/the-biological-state-nazi-racial-hygiene-1933-1939>. Accessed on 21 May 2024]



SOURCE 3C

The source below discusses Euthanasia program and how physically disabled, and mentally challenged children were dealt with in Nazi Germany in the 1930s–1940s.

The term “euthanasia” means literally “good death”. It usually refers to causing a painless death for a chronically or terminally ill individual who would otherwise suffer. The “euthanasia” program targeted, for systematic killing, patients with mental and physical disabilities living in institutional settings in Germany and German-annexed territories.

It started in 1939, about two years before the Nazi’s began systematically murdering Europe’s Jews as part of the “Final Solution.” The program was one of many radical eugenic measures which aimed to restore the racial “integrity” of the German nation. It aimed to eliminate what eugenicists, and their supporters considered “life unworthy of life”: those individuals who – they believed – because of severe psychiatric, neurological, or physical disabilities represented both a genetic and a financial burden on German society and the state.

In the spring and summer months of 1939, a number of planners began to organise a secret killing operation, targeting disabled children. They were led by Philipp Bouhler, the director of Hitler’s private chancellery, and Karl Brandt, Hitler’s attending physician.

On August 18, 1939, the Reich Ministry of Home Affairs circulated a decree requiring all physicians, nurses, and midwives to report newborn infants and children under the age of three who showed signs of severe mental or physical disability. Beginning in October 1939, public health authorities began to encourage parents of children with disabilities to admit their young children to one of a number of specially designated pediatric clinics throughout Germany and Austria. In reality these Clinics were children’s killing wards.

[From <https://encyclopedia.ushmm.org/content/en/article/euthanasia-program>. Accessed on 25 May 2024]



SOURCE 3D

This is a picture of Helene Stephanie Lebel, diagnosed with schizophrenia (serious mental sickness). She was one of 9 772 persons gassed in 1940 in the Brandenburg “euthanasia” center.



[From <https://encyclopedia.ushmm.org/images/large/fdb79b19-b2fe-41ea-9db5-10b256fbe713.gif>. Accessed 25 May 2024]



ACKNOWLEDGEMENTS

<https://www.britannica.com/money/New-Economic-Policy-Soviet-history>

<https://alphahistory.com/russianrevolution/new-economic-policy-nep/>

M. Fernandez et al, Focus History Grade 11, 2012

<https://www.inquiriesjournal.com/articles/1670/lenins-new-economic-policy-what-it-was-and-how-it-changed-the-soviet->

<https://www.britannica.com/summary/New-Deal-Causes-and-Effects> .Accessed

<https://encyclopedia.ushmm.org/content/en/article/the-biological-hygiene-1933-1939>

From <https://www.history.com/topics/great-depression/works-progress-administration>

<https://www.dailysignal.com/2014/09/28/new-deal-end-great-depression/>

<https://encyclopedia.ushmm.org/content/en/article/nazi-racism-an-overview>

<https://encyclopedia.ushmm.org/images/large/fdb79b19-b2fe-41ea-9db5-10b256fbe713.gif>

From <https://encyclopedia.ushmm.org/content/en/article/euthanasia-program>.

<https://encyclopedia.ushmm.org/images/large/fdb79b19-b2fe-41ea-9db5-10b256fbe713.gif>





**NATIONAL
SENIOR CERTIFICATE**

GRADE 11

NOVEMBER 2024

**HISTORY P1
MARKING GUIDELINE**

MARKS: 150



This marking guideline consists of 24 pages.

1. SOURCE-BASED QUESTIONS

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

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

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

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

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

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

Paragraph question

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

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

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

Use 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.

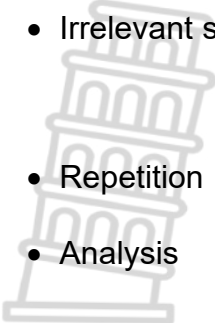
2.4.2 During the reading of the essay ticks need to be awarded for a relevant introduction (indicated by a bullet in the marking guideline/memorandum), for each of the main points/aspects that is properly contextualised (also indicated by bullets in the marking guideline/memorandum) and a relevant conclusion (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 WHAT WAS THE IMPACT OF LENIN'S NEW ECONOMIC POLICY ON THE RUSSIAN ECONOMY?**

- 1.1 1.1.1 *[Definition of historical concept from Source 1A – L1]*
- The New Economic Policy was an economic policy adopted by Lenin to save the Soviet Union from total collapse.
 - A compromise policy with capitalism implemented to help Russia after war communism.
 - Any other relevant response. (1 x 2) (2)
- 1.1.2 *[Extraction of evidence from Source 1A – L1]*
- Policy of War Communism brought national economy to a point of total breakdown.
 - The Kronstadt Rebellion of March 1921. (2 x 1) (2)
- 1.1.3 *[Extraction of evidence from Source 1A – L1]*
- The return of most agriculture, retail trade and small-scale light industry to private ownership.
 - The State retained control of heavy transport, banking and foreign trade.
 - Money was reintroduced into the economy in 1922.
 - Peasantry were allowed to own and cultivate their own land. (Any 3 x 1) (3)
- 1.1.4 *[Analysis of evidence from Source 1A – L2]*
- The NEP allowed the Kulaks to sell on an open market.
 - It allowed them to own something and get rewarded for their work.
 - They became a rich class of farmers.
 - Any other relevant response. (Any 2 x 2) (4)
- 1.1.5 *[Interpretation of evidence from Source 1A – L2]*
- It was a temporal shift from strict communism to a relaxed form of socialism.
 - It was a compromise policy seeing the mess Russia found herself in due to war communism.
 - A temporal deviation from Russia's policy of communism to a capitalist kind of economy.
 - Any other relevant response. (Any 1 x 2) (2)
- 1.2 1.2.1 *[Definition of a concept from Source 1B – L2]*
- Requisitioning refers to the forceful grain demand from the farmers by the government in Russia.
 - Any other relevant response. (1 x 2) (2)

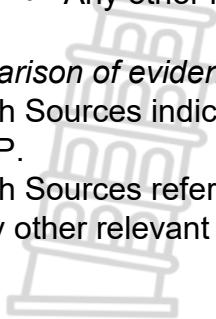
- 1.2.2 *[Interpretation of evidence from Source 1B – L2]*
- To allow Russia 'time' to recover from her economic problems.
 - To make Russia cope so that communism can win at the end.
 - Any other relevant response. (Any 1 x 2) (2)
- 1.2.3 *[Interpretation of evidence from Source 1B – L2]*
- It resulted in the improvement of Agricultural production.
 - Peasants increased their profits by producing more.
 - New classes of Kulaks and Nepmen emerged.
 - Industrial production also increased after the NEP.
 - Any other relevant response. (Any 2 x 2) (4)
- 1.2.4 *[Extraction of evidence from Source 1B – L1]*
- Kulaks
 - Nepmen (2 x 1) (2)
- 1.3 1.3.1 *[Extraction of evidence from Source 1C – L1]*
- 1928 (1 x 1) (1)
- 1.3.2 *[Extraction of evidence from Source 1C – L1]*
- 1921 (1 x 1) (1)
- 1.3.3 *[Interpretation of evidence from Source 1C – L2]*
- The NEP was a success / fruitful.
 - It did a lot to improve the Russian economy.
 - Any other relevant response. (Any 2 x 2) (4)
- 1.3.4 *[Determining the limitations of Source 1C – L3]*
- This source is limited because:**
- It shows only the positive side of the NEP.
 - It is biased towards/favours the NEP.
 - Shows the viewpoint of staunch supporters of capitalism.
 - Any other relevant response. (Any 1 x 2) (2)
- 1.4 1.4.1 *[Extraction of evidence from source 1D – L1]*
- The NEP was masterfully designed to bring capital into the state, which it did. (1 x 1) (1)
- 1.4.2 *[Extraction of evidence from Source 1D – L1]*
- To have capitalism in place until the economy was strong enough to achieve socialism. (1 x 2) (2)
- 1.4.3 *[Interpretation of evidence from Source 1D – L2]*
- Capitalism would lead to the exploitation of Russian workers.
 - It would destroy the classless society.
 - The rich would become richer, and the poor would become poorer.
 - Any other relevant response. (Any 2 x 2) (4)

1.4.4 *[Interpretation of evidence from Source 1D – L2]*

- Lenin suggested that Soviet people should guard against the capitalists.
- Lenin believed that capitalists would force the Russians to work hard for them.
- They will not share the profits they make with the Russians.
- Any other relevant response. (Any 2 x 2) (4)

1.5 *[Comparison of evidence from Sources 1B and 1C – L3]*

- Both Sources indicate that there was production increase after the NEP.
- Both Sources refer to improvements in wages of the industrial workers.
- Any other relevant response. (Any 1 x 2) (2)



- 1.6 *[Interpretation, evaluation and synthesis of evidence from relevant sources-L3]*
- The Soviet Union's economy had come to a standstill due to War communism (Source 1A)
 - Forced grain requisition led to the farmers burning their crops and livestock (own knowledge)
 - The Kronstadt rebellion by the sailors forced Lenin to introduce NEP (Source 1A)
 - Lenin realised that the country needed a shift from strict socialism as a temporary measure (Source 1A)
 - The replacement of grain requisition with a fixed tax brought improvements after the NEP introduction (Source 1B)
 - Farmers were allowed to sell their surpluses in the open market (own knowledge)
 - Farmers were motivated to produce more (own knowledge)
 - Two new classes emerged, the Kulaks and Nepmen (Source 1B)
 - These are people who had become rich under the system of the NEP (Source 1B)
 - There was growth in production after the NEP (Source 1C)
 - The growth in production between 1921 and 1928 was great (Source 1C)
 - Shops were opened again as small businesses were privately owned again (own knowledge)
 - Money started to circulate again and wages for urban workers rose (own knowledge)
 - The economy of Russia started to stabilise (own knowledge)
 - But even Lenin had fears regarding the capitalists which the NEP brought in (Source 1D)
 - He was adamant that Soviets should guard against the capitalists (Source 1D)
 - Other Bolsheviks also feared that NEP may bring too much shift in the way things were done in the Soviet Union (Source 1D)
 - 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 Lenin's New Economic Policy on the Russian economy.• Uses evidence partially to report on the topic or cannot report on the topic.	MARKS 0–2
LEVEL 2	<ul style="list-style-type: none">• Extract evidence from the sources that are mostly relevant and relate to a great extent to the topic e.g., shows some understanding of the impact of Lenin's New Economic policy on the Russian economy.• Uses evidence in a very basic manner.	MARKS 3–5
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 Lenin's Economic Policy on the Russian economy.• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	MARKS 6–8

(6)
[50]



QUESTION 2: HOW DID ROOSEVELT'S NEW DEAL RESPOND TO THE ECONOMIC CHALLENGES CREATED BY THE GREAT DEPRESSION IN THE UNITED STATES OF AMERICA FROM THE 1930s TO THE 1940s?

- 2.1 2.1.1 *[Extraction of evidence from Source 2A – L1]*
- To bring about immediate economic relief as well as reforms in industry, agriculture, finance, waterpower, labour and housing. (1 x 2) (2)
- 2.1.2 *[Definition of a concept from Source 2A – L2]*
- Laissez faire is a concept that says leave business alone, USA's traditional policy.
 - This was America's policy in which there was a strong belief to leave business alone and not to disturb.
 - Any other relevant response. (1 x 2) (2)
- 2.1.3 *[Extraction of evidence from source 2A – L1]*
- Works Progress Administration (WPA)
 - Civilian Conservation Corps (CCC)
 - National Recovery Administration (NRA) (3 x 1) (3)
- 2.1.4 *[Interpretation of evidence from Source 2A – L2]*
- The new administration aimed to improve the US economy through the concept of government regulated economy.
 - It also planned to provide jobs to millions of unemployed American citizens.
 - Aimed to use NRA to help shape industrial codes.
 - Any other relevant response. (Any 2 x 2) (4)
- 2.2 2.2.1 *[Extraction of evidence from Source 2A – L1]*
- (a) PWA provided employment for skilled construction workers.
- (b) FERA distributed direct relief to hundreds of thousands of people. (2 x 1) (2)
- 2.2.2 *[Extraction of evidence from Source 2A – L1]*
- AAA
 - CCC
 - TVA
 - Soil Conservation Service (3 x 1) (3)
- 2.2.3 *[Definition of concept from source 2A – L1]*
- Compensation refers to a kind of refund for a loss or sacrifice.
 - It refers to the process of meeting someone halfway after a loss.
 - Any other relevant response. (1 x 2) (2)

- 2.2.4 *[Interpretation of evidence from Source 2A – L2]*
- Roosevelt promised Americans solutions to the problems caused by the Great Depression.
 - Roosevelt held fireside chats to reassure the nation.
 - Roosevelt urged Americans not to fear anything but fear itself.
 - Any other relevant response. (2 x 2) (4)
- 2.3 2.3.1 *[Extraction of evidence from Source 2C – L1]*
- It put people back to work.
 - It saved Capitalism.
 - It restored faith in the American economic system.
 - It revived a sense of hope in the American people. (Any 2 x 1) (2)
- 2.3.2 *[Interpretation of evidence from Source 2C – L2]*
- The statement implies that for the success of the New Deal, aggressive steps to jump start the economy needed to have been taken.
 - Economic collapse cannot just correct itself, an effort to help the economy is needed whether by business or government.
 - Any other relevant response. (Any 2 x 2) (4)
- 2.3.3 *[Interpretation of evidence from Source 2C – L2]*
- The Americans employed through the New Deal were able to earn money to buy food.
 - The American banking system was regulated to avoid loss of savings.
 - Any other relevant response. (2 x 2) (4)
- 2.3.4 *[Interpretation of evidence from Source 2C – L2]*
- It brought relief to the suffering Americans through employment.
 - Social security grants, unemployment insurance and welfare benefits were provided to the people.
 - The Laissez faire policy was removed.
 - The banking system was reformed.
 - Any other relevant response. (Any 2 x 2) (4)
- 2.4 2.4.1 *[Interpretation of evidence from Source 2D – L2]*
- The picture shows the struggle which US citizens experienced, no jobs, queuing for free soup instead of providing for their families.
 - The picture shows that the New Deal was not successful because its jobs were for a short time.
 - Any other relevant response. (2 x 2) (4)

2.4.2 *[Ascertain the usefulness of evidence from Source 2D – L3]***The source is useful because:**

- This is a primary source because the picture was taken during the Great Depression.
- The picture appears in many historical sources.
- It depicts the impact of the Great Depression on the lives of the ordinary citizens of America.
- It shows that men were desperate and in need of the free soup as they had no jobs.
- Any other relevant response. (Any 1 x 2) (2)

2.4.3 *[Comparison of Source 2B and 2D – L3]*

- The two sources contradict each other because source 2B states that employment in different areas was provided whereas source 2D states that the queuing men were all unemployed.
- Source 2B presents the situation in America as a good and progressive one whereas source 2D shows a different picture of desperate men.
- Any other relevant response. (Any 1 x 2) (2)

2.5 *[Interpretation, analysis and synthesis of evidence from relevant Sources – L3]*

- The 1929 stock market collapse was the start of the worst Great Depression in the history of the USA (own knowledge)
- Many people lost their jobs as companies and businesses closed
- Herbet Hoover believed that the situation will self-correct, and his government did nothing to address the situation (own knowledge)
- Roosevelt promised American people a New Deal that was going to assist them, (own knowledge)
- The New Deal focused on 3 Rs, Relief, Recovery and Reform (own knowledge)
- The New Deal was adopted to assist in improving the economy of the United States of America (Source 2A)
- The government aimed to moderate the laissez faire policy and wanted to regulate the economy (Source 2A).
- Several agencies such as CCC, NRA, WPA were formed to help the US economy (Source 2A)
- Roosevelt managed to make people confident and optimistic on the United States economy and banking system (Source 2B)
- He assured his people that they should not fear at all (Source 2B)
- As a result of the agencies, some work was made available (Source 2B)
- The New Deal did have achievements, hope was planted in the hearts of Americans (Source 2C)
- But many do cite the fact that the New Deal did not do real improvements on the economy (Source 2C)
- It is said that it was counter-productive (Source 2C)
- While the New Deal was already in progress, men still queued at free soup kitchens, jobless (Source 2D)
- The men look desperate and in need of the help (Source 2D)
- Any other relevant response

Use the following rubric to allocate a mark:

<p>LEVEL 1</p>	<ul style="list-style-type: none"> • Cannot extract evidence or extract evidence from the sources in a very elementary manner e.g., shows no or little understanding of how Roosevelt’s New Deal responded to the economic challenges created by the Great Depression in the U.S.A in the 1930s and 1940s. • Uses evidence partially to report on the topic or cannot report on the topic. 	<p>MARKS 0–2</p>
<p>LEVEL 2</p>	<ul style="list-style-type: none"> • Extract evidence from the sources that are mostly relevant and relate to a great extent to the topic e.g., shows some understanding of how Roosevelt’s New Deal responded to the economic challenges created by the Great Depression in the U.S.A in the 1930s and 1940s. • Uses evidence in a very basic manner. 	<p>MARKS 3–4</p>
<p>LEVEL 3</p>	<ul style="list-style-type: none"> • Use evidence from sources very effectively in an organised paragraph that shows an understanding of the topic e.g., demonstrates a thorough understanding of how Roosevelt’s New Deal responded the economic challenges created by the Great Depression in the U.S.A in the 1930s and 1940s. • 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 a concept from Source 3A – L2]*
- An Aryan is a term used to refer to the German master race, people with lighter skin, blond hair and blue eyes.
 - Aryan is a German citizen, who is believed to be racially superior to non-Aryans. (1 x 2) (2)
- 3.1.2 *[Extraction of evidence from Source 3A – L1]*
- Jews
 - Mentally ill
 - Non-Aryans
 - Physically ill (Any 3 x 1) (3)
- 3.1.3 *[Extraction of evidence from Source 3A – L1]*
- Nazi physicians conducted bogus medical experiments seeking to identify physical evidence of Aryan superiority and non-Aryan inferiority. (1 x 2) (2)
- 3.1.4 *[Interpretation of evidence from Source 3A – L2]*
- Germans believed that non-Aryans were inferior, they feared that the weak genes would be passed on and spoil the master race.
 - Pseudo-Scientific racism 'believed' in the superiority of certain races and that mentally or physically challenged people are a burden to the state.
 - Any other relevant response. (2 x 2) (4)
- 3.1.5 *[Interpretation of evidence from Source 3A – L2]*
- The statement implied that Germans were concerned that the SS should get the so called "right" partners according to race.
 - According to Germany, marriage between non-Aryans and Aryans was forbidden as they wished to keep the German race 'pure'.
 - Any other relevant response. (Any 2 x 2) (4)
- 3.2 3.2.1 *[Definition of a concept from Source 3B – L1]*
- Dictatorship refers to a type of rule in which the leader has all the powers.
 - It is an autocratic rule, no opposition is allowed.
 - Any other relevant response. (Any 1 x 2) (2)
- 3.2.2 *[Extraction of evidence from Source 3B – L1]*
- By enacting the Law for the Prevention of Offspring with Hereditary Diseases. (1 x 2) (2)
- 3.2.3 *[Extraction of evidence from Source 3B – L1]*
- The Blood Protection Law. (1 x 2) (2)

- 3.2.4 *[[Interpretation of evidence from Source 3B – L2]*
- People were forced into sterilisation.
 - Even young people who did not have children were sterilised.
 - No consent from the affected individuals was taken.
 - Any other relevant response. (Any 2 x 2) (4)
- 3.3 3.3.1 *[Extraction of evidence from Source 3C – L1]*
- “Good death” (1 x 1) (1)
- 3.3.2 *[Extraction of evidence from Source 3C – L1]*
- It aimed to restore the racial ‘integrity’ of the German nation
 - It aimed to eliminate what eugenicists, and their supporters considered “life unworthy of life” (2 x 1) (2)
- 3.3.3 *[Interpretation of evidence from Source 3C – L2]*
- The people who were killed in the program were not terminally ill.
 - It was used to preserve the pure bred of Germans.
 - It was not assisting those who were killed.
 - Any other relevant response. (Any 2 x 2) (4)
- 3.3.4 *[Interpretation of evidence from Source 3C – L2]*
- They were following government orders.
 - They believed in the eugenics theories.
 - They believed that the unfit were a burden to the state.
 - Any other relevant response. (Any 1 x 2) (2)
- 3.3.5 *[Interpretation of evidence from Source 3C – L2]*
- The parents would not have agreed to the admission of their children if they knew the reason for the admissions.
 - They wanted to kill as many people as possible before any resistance against this started.
 - They did not want the outside world to be aware of these atrocities.
 - Any other relevant response. (1 x 2) (2)
- 3.4 3.4.1 *[Interpretation of evidence from Source 3D – L2]*
- She was killed because she was mentally ill and therefore a burden to the state.
 - She was seen by the Nazis as a threat to maintaining the German pure race.
 - Any other relevant response. (2 x 2) (4)
- 3.4.2 *[Determining reliability of Source 3D – L3]*
- The source is reliable because:**
- It is the photograph of the victim; it's a primary source.
 - The information can be corroborated by other sources.
 - Any other relevant response. (Any 1 x 2) (2)

3.4.3 [Comparison of Source 3C and 3D – L3]

- Both sources indicate that the mentally ill people were killed to maintain racial integrity in Germany.
- Both sources indicate that euthanasia centres were used as killing wards for the sick children.
- Any other relevant response. (Any 1 x 2) (2)

3.5 [Interpretation, analysis and synthesis of evidence from relevant sources]

- The Nazis racial policies were based on pseudo-scientific racism and the eugenics (Own knowledge)
- The German policy was fuelled with racism in which superior races struggled to dominate those inferior (Source 3A)
- Germans believed in the existence of an Aryan race; Germans' master race (Source 3A)
- Germans had a serious hatred for the Jews (Source 3A)
- People who were challenged were not allowed to give birth for fear of the transmission of those sicknesses to their offspring (Source 3B)
- Germans' main concern was the purity of the German blood (Source 3B)
- Groups that were identified as inferior, included African, Roma, gypsies, Jehova's witnesses and others (own knowledge)
- Sterilisation for all unfit was forcefully done (Source 3B)
- Another 'painful' step taken by Germans was euthanasia, which was regarded as mercy killing (Source 3C)
- Targets of this process were the mentally and physically disabled (Source 3C)
- Children that showed signs of mental disorders or challenges were admitted to killing wards (Source 3C)
- Many children were killed just because they were Jewish (Source 3D)
- Propaganda was used by the Nazis to promote their theories (own knowledge)
- The final solution was a decision to kill all the Jews in Germany
- Any other relevant response



Use the following rubric to allocate a mark:

<p>LEVEL 1</p>	<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 race theories on Nazi racial policies in the 1930s and 1940s. • 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"> • Extract evidence from the sources that is mostly relevant and relates to a great extent to the topic e.g., shows some understanding of the impact of pseudo-scientific race theories on Nazi racial policies in the 1930s and 1940s. • Uses evidence in a very basic manner. 	<p>MARKS 3–4</p>
<p>LEVEL 3</p>	<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 race 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. 	<p>MARKS 5–6</p>

(6)
[50]



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

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

SYNOPSIS

Candidates need to state whether they agree or disagree with the statement that Joseph Stalin improved the Soviet economy through the series of Five-Year Plans by the end of 1939. They should support their line of argument with relevant historical evidence.

MAIN ASPECTS

Candidates should include the following aspects in their responses:

Introduction: Candidates should take a stance by indicating whether they agree or disagree with the statement. They should also indicate how they intend to support their line of argument.

ELABORATION

- Stalin's opposition towards the NEP – withdrawal of the NEP
- Stalin's objectives – Economic Development and Planning
- Role of Gosplan
- **First Five-Year Plan:** special focus on industrialisation
- Aims and achievements: Building of factories and the development of transport
- The manufacturing of agricultural machinery to be increased to 400%
- More than 1 500 factories were established e.g. tractor factories at Stalingrad and motor car factories in Moscow
- Coal mining and metal industry were extended
- The development of hydro-electric power was a great stimulus for new industries
- Large cities were established
- The existence of 26 million peasant farmers created a problem in agriculture as the size of their units did not justify the use of agricultural machinery
- The peasants were neither prepared to give up their ground, nor prepared to modernise
- Stalin introduced collectivisation
- Kulaks opposed collectivisation – leading to a decline in agricultural production
- Kulaks were exterminated as a class and collectivisation was enforced
- Results were the shortage of meat and dairy products
- Approximately 2 million people died because of collectivisation

- **Second Five-Year Plan:** Stalin continued to emphasise the development of heavy industries
- The accent fell on the production of consumer goods
- Transport was modernised
- The agricultural plan aimed to make collectivism more acceptable to the peasants by making adjustments to collective farms
- Farmers now only had to hand over a quota of their production to the State
- Sacrifices were expected from Russian workers
- In addition to collective farms, there was the development of state farms, which operated like factories, i.e. workers were paid wages and managers operated the enterprises
- A further characteristic of the second Five-Year Plan was the use of fertilisers, agricultural machinery and modern agricultural practices
- **Third Five Year Plan and the Second World War:** This plan was basically a continuation of the first two plans
- The threat of WW2 resulted in greater attention being paid to the production of weapons and ammunition
- Impact on economy
- Any other relevant response

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

[50]

QUESTION 5: CAPITALISM IN THE UNITED STATES OF AMERICA, 1900–1940: IMPACT OF AND RESPONSES TO THE CRISIS OF CAPITALISM.

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

SYNOPSIS

Candidates need to critically discuss the economic and social impact of the Great Depression and how the United States of America responded to it. Candidates must use historical evidence to support their line of argument.

MAIN ASPECTS

Candidates should include the following aspects in their responses:

Introduction: Candidates need to critically discuss the economic and social impact of the Great Depression and how the United States of America responded to it.

ELABORATION

- Panic sets in America
 - Bank failure
 - People lost all their savings
 - Suicide out of desperation
 - People homeless, could not pay bonds or rent
 - Many went to informal settlements
 - Farmers also hard hit
 - Prices fell too much due to overproduction
 - Demand had terribly dropped
 - Dust Bowl of the 1930s hit Farmers
 - Poor farming methods and drought worsened the situation
 - Farms abandoned; loans could not be paid
 - Unemployment and despair
 - Business failure followed by retrenchments
 - Closure of many businesses
 - No social security and unemployment insurance
 - Unemployed waited in bread lines for free food from charity organisations
 - Homeless people built little shacks called Hooverville's
 - Hoover believed in self-reliance and individualism
 - Did less to help the situation (Hoover)
 - 1932 Franklin D. Roosevelt merged with the 'New Deal for the forgotten man'
 - Motivated US citizens
 - Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

[50]

**QUESTION 6: IDEAS OF RACE IN THE 19TH AND 20TH CENTURIES:
CASE STUDY – HITLER AND THE JEWS**

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

SYNOPSIS

In writing this essay, candidates should be able to say to what extent did Nazi Germany use the racial ideas and eugenics to target and violate the rights of all non-Aryans and undesirables from 1933 to 1945.

MAIN ASPECTS

Candidates should include the following aspects in their responses:

Introduction: Candidates must take a stance and indicate to what extent the Nazi Germany used the racial ideas and Eugenics to target and violate the rights of all non-Aryans and undesirables from 1933 to 1945. They should support their line of argument with relevant historical evidence.

ELABORATION

- Hitler and Nazi party and Hitler's dictatorship
- Propaganda and the promotion of the superiority of the pure Aryan race
- Eugenics and the Nazi's racial ideas
- Anti- Semitism in Germany
- Night of the "broken glass"
- Boycott of Jews' Businesses
- Jews blamed for all German troubles and misfortunes.
- Hitler determined to make Nazi Germany free of Jews
- Nuremberg Laws
- Racial stereotyping-scapegoating
- Other non-Aryans were also targeted
- The Gypsies were accused of being criminals
- They were not allowed to marry Aryans
- They were sent to concentration camps or ghettos where they died of starvation, gassed and killed
- Dark-skinned Germans: This included children who had parents of different races
- These children were called the 'Rhineland bastards'
- Jehovah's Witnesses: They were a Christian group, and they were targeted for refusing to swear loyalty to the state, or accept what the Nazi's demanded
- They did not allow their children to join Hitler's rallies
- They were thus sent to prison or concentration camps
- They were prosecuted for refusing to serve in the German military forces
- Homosexuals: Nazi believed they did not fit with the idea that Aryans should marry and produce children
- The Gestapo had a special unit dealing with homosexuals

- They were sent to concentration camps, castrated or even killed
- The “final solution”
- Any other relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

[50]

TOTAL: 150

