



**DEPARTMENT OF EDUCATION
PROVINCE OF THE EASTERN CAPE**

HISTORY

GRADE 11

TERM 1 - TASK 2: 2024

STANDARDIZED TEST

TIME: 2 HOURS

MARKS: 100

INSTRUCTIONS AND INFORMATION

1. This question paper consists of **QUESTION 1** and **QUESTION 2** based on the prescribed content frame work in the CAPS document.
QUESTION 1: SOURCE-BASED QUESTIONS: **The NEW DEAL**
QUESTION 2: ESSAY QUESTION: **THE IMPACT OF THE GREAT DEPRESSION ON THE USA.**
2. QUESTION 1.
Consists of source-based questions, source material that is required to answer source-based questions can be found in the **ADDENDUM**.
3. QUESTION 2 consists of ONE essay question.
4. Learners must answer **BOTH** questions.
6. Learners are required to demonstrate application of their knowledge, skills and insight when answering Cognitive Level 2 and Cognitive Level 3 questions.
7. Mere re-writing of the sources as answers will be to the disadvantage of the learners.
8. Number the answers correctly according to the numbering system used in this question paper.
9. Write neatly and legibly.

QUESTION 1: WHAT OPINIONS WERE FORMED AROUND THE INTRODUCTION OF THE NEW DEAL IN THE USA DURING THE 1930's?

Study Sources 1A, 1B, 1C and 1D to answer the following questions;

1.1 Study Source 1A.

1.1.1 Define the concept *capitalism* in your own words.

(1 x 2) (2)

1.1.2 What, according to the source, was the immediate impact of the New Deal?

(3 x 1) (3)

1.1.3 Why, do you think, opponents of the New Deal, referred to the implementor as a dictator?

(2 x 2) (4)

1.1.4 Explain why the New Deal cannot be regarded as a complete success?

(2 x 2) (4)

1.2 Refer to Source 1B.

1.2.1 Comment on what is meant by the statement: 'The New Deal went a long way towards putting an end to the worst suffering of the Great Depression'.

(1 x 2) (2)

1.2.2 Why can the New Deal be regarded as being not beneficial to all citizens of the USA?

(2 x 2) (4)

1.2.3 Mention the major event which blocked the New Deal from reaching its full potential.

(1 x 1) (1)

1.2.4 Define the concept *segregation* in the context of New Deal.

(1 x 2) (2)

1.3 Consult Source 1C

1.3.1 What message is being conveyed by the cartoonist regarding the New Deal?

(2 x 2) (4)

1.3.2 Who is the person who was at the centre of implementing the New Deal during the 1930's?

(1 x 1) (1)

1.3.3 Mention any THREE programmes implemented by the New Deal. (Make use of the visual clues in the cartoon)

(3 x 1) (3)

- 1.4 What are the limitations of Source 1C (visual source) to a historian studying the impact of the New Deal during the 1930's? (2 x 2) (4)
- 1.5
- 1.5.1 What is the opinion of the creator of the source regarding the effectiveness of the New Deal in assisting ordinary Americans? (2 x 2) (4)
- 1.5.2 How, according to the source, does the New Deal impact on the working people in the USA? (2 x 1) (2)
- 1.5.3 Explain, why you think, the poor farmer was not very positive that the New Deal would make any impact in improving the economic situation in the USA? (2 x 2) (4)
- 1.6 Using the information in the relevant sources and your own knowledge, write a paragraph of six lines (60 words) in which you discuss the opinions formed around the introduction of the New Deal in the USA during the 1930's. (6)

QUESTION 2: ESSAY QUESTION

“The collapse of the American economy during the 1920's had far reaching consequences for all the citizens in the USA”

Critically discuss the above statement by referring to the impact of the Great Depression of 1929 in the USA.

[50]

ADDENDUM

QUESTION 1: WHAT OPINIONS WERE FORMED AROUND THE INTRODUCTION OF THE NEW DEAL IN THE USA DURING THE 1930's?

SOURCE 1A

The source below refers to the opinions of both supporters and critics of Roosevelt's New Deal during the 1930's.

The effect of Roosevelt's actions was immediate. Prices were increased and business improved with a drop in unemployment. Nevertheless, the number of unemployed remained large, and various bodies were established to create work. There were largely public works such as forest improvement and building of schools, roads and bridges.

One group that opposed the New Deal believed that Roosevelt wanted to be a dictator, that the traditional American ideals of 'rugged individualism', private property and free enterprise were being undermined for socialist ideas and government control. They pointed out with great satisfaction that the Supreme Court had ruled seven out of the nine important New Deal measures unconstitutional. Would the capitalist economy of the USA survive F.D.R? (Franklin Delano Roosevelt) they asked.

Source: Solutions for All, Grade 11, p.89

SOURCE 1B

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

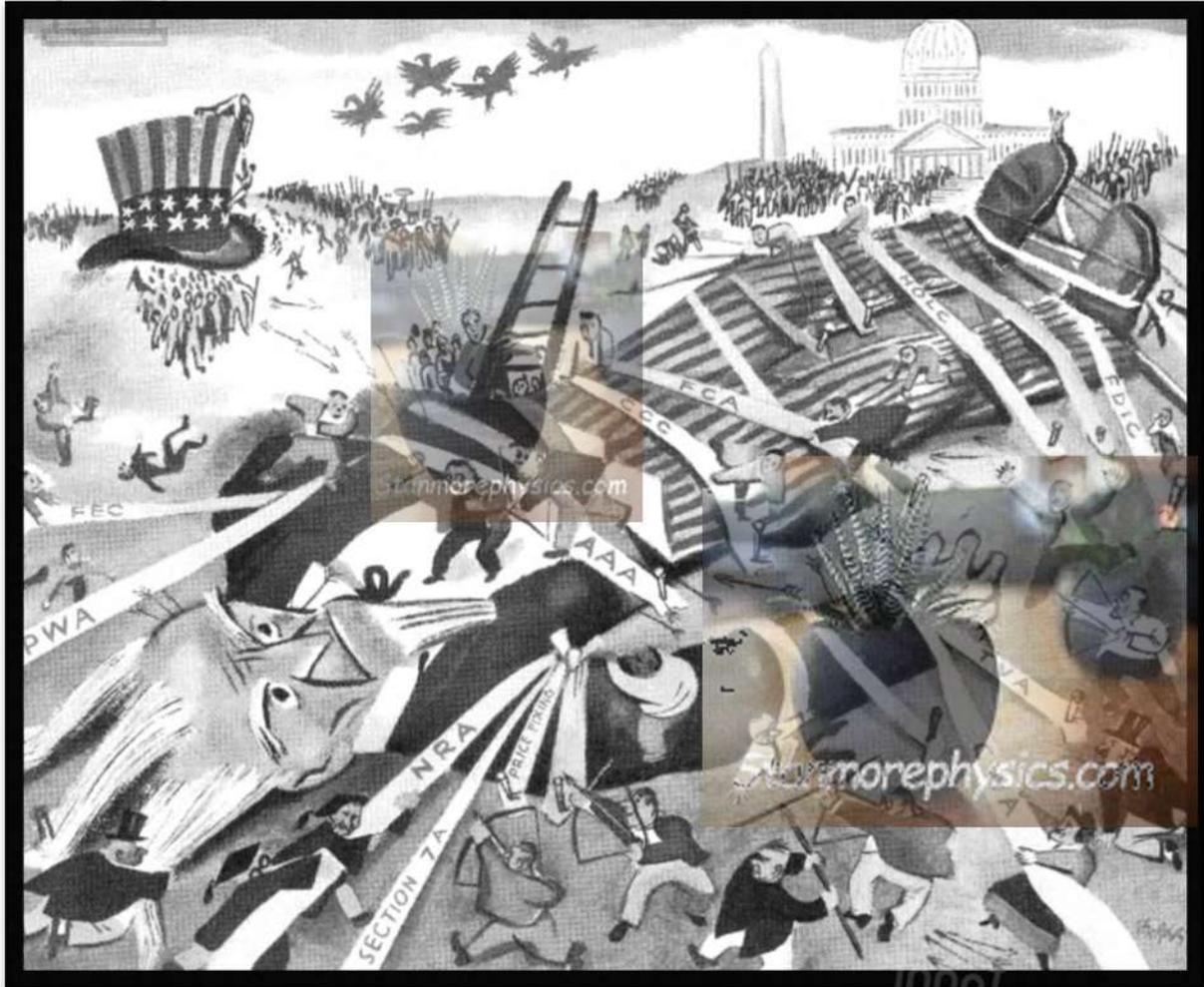
The New Deal went a long way towards putting an end to the worst suffering of the Great Depression, but did not end the Depression. We cannot say whether or not it would have ultimately been successful in ending the Depression because the Second World War interrupted. However, the role of the New Deal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

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

[From : www.history.com/topics/great-depression. Accessed on 27 February 2022]

SOURCE 1C

This cartoon was published in July 1935. It was titled '*Gulliver's Travels*' and shows Uncle Sam (who represents the USA) being tied down and held prisoner by all the alphabet agencies created by the New Deal legislation.



SOURCE 1D

Minnie Hardin was a poor farmer who is critical of the New Deal's relief programmes. This extract is from a letter to Eleanor Roosevelt (Franklin D Roosevelt's wife) in 1936. (Adapted from M. Johnson, *Reading the American Past* (2002), pp.150-152.)

We cannot help those who will not try to help themselves and if we do try, a square deal is all they need. A square deal for all and then let each paddle their own canoe or sink...several of us farm women have fainted while at work and at the same time we couldn't go up or down the road without stumbling over some of the relievers, moping about carrying dirt from one side of the road to the other or back again, or else asleep...You people who have plenty of this world's goods and whose money comes easy, have no idea of the heart-breaking toil and self-denial which is the lot of the working people who are trying to make an honest living...The New Deal is making this a nation of dead-beats and beggars and I am afraid that these human parasites are going to become a menace to the country.



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 11

TERM 1 TASK 1 2024

**HISTORY
MARKING GUIDELINE**

MARKS: 50

1. SOURCE-BASED QUESTIONS

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

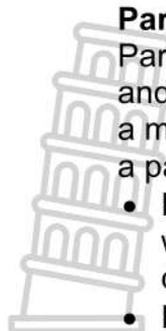
COGNITIVE LEVELS	HISTORICAL SKILLS	WEIGHTING OF QUESTIONS
LEVEL 1	<ul style="list-style-type: none"> Extract evidence from sources. Selection and organisation of relevant information from sources. Define historical concepts/terms. 	30% (15)
LEVEL 2	<ul style="list-style-type: none"> Interpretation of evidence from the sources. Explain information gathered from the sources. Analyse evidence from the sources. 	50% (25)
LEVEL 3	<ul style="list-style-type: none"> Interpret and evaluate evidence from sources. Engage with sources to determine its usefulness, reliability, bias and limitations. Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions. 	20% (10)

1.2 The 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 other 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 × 2) which translates to two reasons and is given two marks each (✓✓✓✓); (1 × 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.
- Ensure that the total mark is transferred accurately to the front/back cover of the answer script.

$\frac{32}{50}$

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. Global assessment of the essay

3

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 learner's interpretation of the question
- The appropriate selection of factual evidence (relevant content selection)
- The construction of argument (planned, structured and has independent line of argument)

2. Assessment procedures of the essay

4

2.4. Keep the synopsis in mind when assessing the essay.

1

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

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

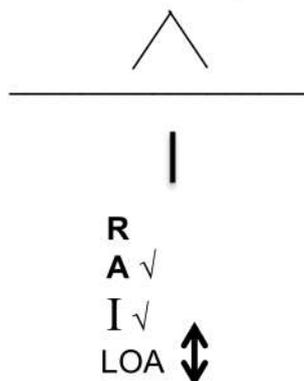
3

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 the 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.

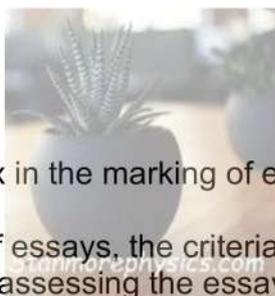


The following additional symbols can also be used:

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



2. 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	

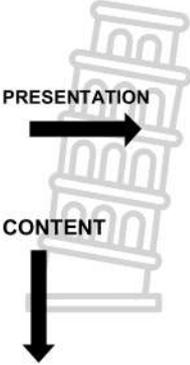
- (b) The second reading of essays will relate to the level (on the matrix) of **presentation**.

C	LEVEL 4	
P	LEVEL 5	

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

C	LEVEL 4	} 30 – 33
P	LEVEL 5	

MARKING MATRIX FOR ESSAY – TOTAL: 50

	LEVEL 7 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.	LEVEL 6 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.	LEVEL 5 Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.	LEVEL 4 Planned and constructed an argument. Evidence used to some extent to support the line of argument. Conclusions reached based on evidence..	LEVEL 3 Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.	LEVEL 2 Attempts to structure an answer. Largely descriptive or some attempt at developing a line of argument. No attempt to draw a conclusion.	LEVEL 1 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/irrelevant content selection.			30–33	28–29	26–27		
LEVEL 3 Content selection does not always relate. Omissions in coverage.				26–27	24–25	20–23	
LEVEL 2 Sparse content. Question inadequately addressed					20–23	18–19	14–17
LEVEL 1 Question not answered. Inadequate content. Significant irrelevance						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
- Content selection 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 WERE THE CONSEQUENCES OF LENIN'S NEP IN THE SOVIET UNION DURING THE 1920s?

1.1 1.1.1 [Definition of historical concept from Source 1A – L1]

- (a) A policy where the government took control of the economy and used nationalisation and central planning.
- Any other relevant response.
- (b) It is a war between two organised groups within the same nation
- Any other relevant response (2 x 2) (4)

1.1.2 [Interpretation of evidence from Source 1A – L2]

- To save the communist revolution
- To gain strict communist control of the industries and food supplies
- Any other relevant response (any 2 x 2) (4)

1.1.3 [Extraction of evidence from Source 1A – L1]

- Famine
- Died of hunger
- Disease
- Discontent with Communist rule (any 4 x 1) (24)

1.2 1.2.1 [Interpretation of evidence from Source 1B – L2]

- Destroyed the Russian economy
- Industrial production had dropped
- Led to worker's opposition
- Any other relevant response (any 2x 2) (4)

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

- Private enterprise was allowed
- Farmers could sell their produce to the state or sell it on open market.
- Tax introduced
- Bonus introduced
- Compulsory labour ceased
- Peasant freedom (any 4x 1) (4)

1.2.3 [Extraction of evidence from Source 1B – L1]

- Large scale industry remained state owned (1x 1) (1)

1.2.4

[Interpretation of evidence from Source 1B – L2]

- Workers could privately own small businesses
- Peasants sell surplus on open market for own profit.
- Any other relevant response. (2x 2) (4)

- 1.3 1.3.1 *[Extraction of evidence from Source 1C – L1]*
- 73 million of tons (1x 1) (1)
- 1.3.2 *[Interpretation of evidence from Source 1C – L2]*
- War Communism was a failure
 - The dislocation of communities/ refugees/ man at war due to WW1 (1914- 1918)
 - Peasants refused to plant crops due to requisitioning (during Civil war 1918- 1924) (2X 2) (4)
- 1.3.3. *[Interpretation of evidence from Source 1C – L2]*
- Russian economy grew
 - Increase in production
 - Was able to export hence more money came into the country
 - Any other relevant response (2X 2) (4)
- 1.4 1.4.1 *[Interpretation of evidence from Source 1D – L2]*
- Were offended/disappointed by policy/opposed it on an ideological basis (went against pure communist
 - Any other relevant response (2)
- 1.4.2 *[Interpretation of evidence from Source 1D – L2]*
- Denationalisation of small-scale industry and services.
 - Currency was back on a sound footing.
 - introduction of tax.
 - The Soviet economy revived.
 - Re-emerging of a 'capitalist' class in both the countryside (the kulaks) and the towns (Nepmen).
 - Any other relevant response (any 2 x 2) (4)
- 1.5. *Evaluate the usefulness of evidence from Source 1D – L3]*
- The source is Useful because:**
- Highlights the successes of the NEP
 - NEP brought change, private enterprise allowed
 - Peasants could sell on the open market
 - NEP made clear profit.
 - Communists did not favour NEP
 - Any other relevant response. (any 2x 2) (4)

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

Candidates may include the following aspects in their responses.



- Lenin's NEP was a compromise with Capitalism. (1B)
- NEP ended forced grain demand(1B)
- Had to handover a quota of grain as tax. (1C)
- Allowed to sell their surplus on open market. (1C)
- Private enterprise on small scale was allowed. (1C)
- Compulsory labour was ended. (1C)
- Russian economy grew. (1C)
- Increase in production. (1C)
- NEP made clear profit. (1D)
- Workers encouraged to produce more through incentives like bonuses (own knowledge)
- Major industries remained in the hands of the state.
- Re- emerging of capitalist class, reach peasants called Kulaks and business men called Nepmen (own knowledge)
- Any other relevant response.

(06))

Use the following rubric to allocate a mark

LEVEL	CRITERIA	MARKS
LEVEL 1	<input type="checkbox"/> Uses evidence in an elementary manner, e.g. shows no or little understanding of the consequences of Lenin's NEP in the Soviet union during the 1920's <input type="checkbox"/> Uses evidence partially to report on topic or cannot report on topic.	Marks 0-2
LEVEL 2	<input type="checkbox"/> Evidence is mostly relevant and relates to a great extent to the topic, e.g. shows an understanding of the consequences of Lenin's NEP in the Soviet union during the 1920's <input type="checkbox"/> Uses evidence in a very basic manner	Marks 3-4
LEVEL 3	<input type="checkbox"/> Uses relevant evidence, e.g. demonstrates a thorough understanding of the consequences of Lenin's NEP in the Soviet union during the 1920's <input type="checkbox"/> Evidence relates well to the topic. <input type="checkbox"/> Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	Marks 5-6

[50]

SECTION B: ESSAY QUESTION

QUESTION 2: COMMUNISM IN RUSSIA, 1900–1940: CASE STUDY – STALIN'S FIVE-YEAR PLANS

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

SYNOPSIS

. The 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

- Lenin's death
- Abandonment of NEP
- Aims of the 5Year plans
- Gosplan
- Collectivisation of agriculture
- Elimination of the Kulaks
- Modernization of farming
- Grain requisition
- Rapid industrialisation
- Development of heavy industries
- Improvement of transport and communication net works
- Exploitation of newly discovered mineral wealth
- Rapid urbanisation
- Electrification
- Force labour
- Police state and party purges
- Any other relevant response

Conclusion: Candidates should round up their argument with a relevant and contextualized conclusion [50

- Any other relevant answer

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

Use the matrix on page 6 to assess this essay.

[50]

TOTAL: 150

