



**UMGUNGUNDLOVU DISTRICT
VULINDLELA CLUSTER**

HISTORY

STANDARDISED TASK 2025

GRADE 11



MARKS: 100

TIME: 2 HOURS

This question paper consists of 5 pages and addendum of 5 pages.

INSTRUCTIONS AND INFORMATION

1. This question paper consists of FOUR questions based on the CAPS content framework: TWO source-based questions under SECTION A and TWO essay questions under SECTION B.

SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: CAPITALISM IN THE USA, 1900–1940

QUESTION 2: CAPITALISM IN THE USA, 1900–1940

SECTION B: ESSAY QUESTIONS

QUESTION 4: CAPITALISM IN THE USA, 1900–1940

QUESTION 5: CAPITALISM IN THE USA, 1900–1940

2. SECTION A consists of TWO source-based questions. Source material that is required to answer these questions can be found in the ADDENDUM.
3. SECTION B consists of TWO essay questions. Each question counts 50 marks.
4. Answer TWO questions as follows:

At least ONE must be a source-based question and at least ONE must be an essay question.

5. Candidates are advised to spend ONE hour on each question.
6. When answering the questions, you should apply your 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. Start each question on a NEW page and rule off at the end of each question.
10. Write neatly and legibly.

QUESTION 1: WHAT WERE THE CAUSES OF THE GREAT DEPRESSION IN THE UNITED STATES OF AMERICA (USA) IN 1929?

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

1.1 Use Source 1A.

1.1.1 Why, according to the source, did the American government pass the Fordney-McCumber Act? (2x 1) (2)

1.1.2 List any TWO products which became expensive because of the high duties. (2 x 1) (2)

1.1.3 Use the source and your own knowledge to explain the impact of the Fordney -McCumber Act on the economy of European powers. (1 X 2) (2)

1.1.4 Define the concept Capitalism in your own words (1x2)(2)

1.1.5 Why do you think the European Powers owed the USA war debt? (1 x 2) (2)

1.1.6 Explain how the Fordney-McCumber Act contributed to the Great Depression. (2 x 2) (4)

1.2 Refer to Source 1B.

1.2.1 Quote evidence from the source that suggests that the USA had a high standard of living compared to other countries in the world. (1 x 2) (2)

1.2.2 List TWO electrical appliances that became very popular in the USA in the 1920s. (2 x 1) (2)

1.2.3 Identify the evidence from the source that shows that the USA was the biggest consumer of the agricultural products in the world. (1 x 2) (2)

1.2.4 Using the source and your own knowledge, explain how the production of automobiles stimulated the American economy in the 1920s. (2 x 2) (4)

1.2.5 Comment on the implication of the words: 'would not last forever' in the context of the Great Depression. (1 x 2) (2)

1.3 Consult Source 1C.

1.3.1 Why, according to the source, did the price of shares increase in the 1920s? (1 x 1) (1)

1.3.2 Name ONE industrial corporation that attracted good returns on their shares. (1 x 1) (1)

1.3.3 How, do you think, people made money in investing in the Shares/stocks? (2 x 2) (4)

1.3.4 Describe why over-speculation led to the crash of the Wall Street Stock Exchange. (2 x 2) (4)

1.3.5 Explain the usefulness of the source to a historian researching about how people invested in stocks and shares to become rich. (1 x 2) (2)

1.4 Use Source 1D.

1.4.1 Why, in your view, was this cartoon drawn? (2 x 2) (4)

1.5 Look at Sources 1B and 1D. How does the information in Source 1B contradict the visual evidence in Source 1D regarding the American way of life? (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 causes of the Great Depression in the United States of America. (6)

SECTION B

QUESTION 2: CAPITALISM IN THE USA, 1900–1940

Explain to what extent Franklin Roosevelt's New Deal succeeded in mitigating (lessen) the negative effects of the Great Depression in the United State of America in 1930s.

Use relevant historical evidence to support your line of argument.

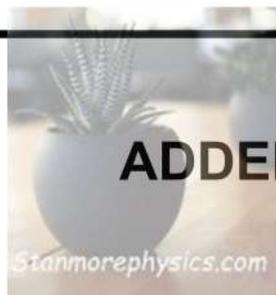
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ADDENDUM

MARKS: 100

TIME: 2 HOURS

This Addendum consists of 5 pages.

QUESTION 1: WHAT WERE THE CAUSES OF THE GREAT DEPRESSION IN THE UNITED STATES OF AMERICA (USA)?

SOURCE 1A

This source explains the reasons and the impact of the Fordney-McCumber Act.

The Fordney-McCumber Act raised tariffs to levels higher than any previously in American history to bolster the post-war economy, protect new war industries, and aid farmers. Duties on chinaware, pig iron, textiles, sugar, and rails were restored to the high levels of 1907 and increases ranging from 60 to 400 per cent were established on dyes, chemicals, silk and rayon textiles, and hardware. Tariffs on a variety of agricultural produce was raised. Although the tariffs encouraged the growth of monopoly in the United States, they also made it difficult for European powers to earn sufficient dollars to repay war debts. Other nations responded by increasing their tariffs thus limiting United States exports and constricting the market. These factors helped to create the weaknesses that produced the Depression.

[From Neil Wynn, *The A to Z from the Great War to the Great Depression*]

SOURCE 1B

This source explains the period of prosperity that occurred in the USA in the 1920's.

In America, the daily life of the majority is conceived on a scale that is reserved for the privileged classes anywhere else. The use of the telephone, for instance, is very widespread. In 1925 there were 15 subscribers for every 100 inhabitants as compared with 2 in Europe, and some 49,000,000 conversations per day. Wireless is rapidly winning a similar position for itself, for even in 1924 the farmers alone possessed over 550,000 radios.

Statistics for 1925 show that the United States owned 81 per cent of all the automobiles in existence, or one for every 5.6 people, as compared with one for every 49 and 54 in Great Britain and France. Though its population does not exceed 6 per cent of the world total, the United States consumes almost three-quarters of the available supply of rubber and gasoline, two-thirds of all the raw silk, and one-quarter of the sugar.

[From Andre Siegfried, *America Comes of Age*]



SOURCE 1C

This source explains how people invested in stocks and shares to become rich.

The common stocks of their country have in the past ten years increased enormously in value because the business of the country has increased. Ten dollars invested ten years ago, in the common stock of General Motors would now be worth more than a million and a half dollars. And General Motors is only one of many first-class industrial corporations.

If a man saves \$15 a week, and invests in good common stocks, and allows the dividends and rights to accumulate, at the end of twenty years he will have at least \$80,000 and an income from investments of around \$400 a month. He will be rich. And because income can do that, I am firm in my belief that anyone not only can be rich, but ought to be rich.

[From John J. Raskob, *Everybody Ought to be Rich*, *Ladies Home Journal*]



SOURCE 1D

This source depicts the consequences of the collapse of the New York Stock Exchange in 1929.



[From: <https://spartacus-educational.com>. Accessed on 05 April 2021.]



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STANDARDISED TASK 2025
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Stanmorephysics.com

MARKING GUIDELINES



Stanmorephysics.com

MARKS: 100

TIME: 2 HOURS

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% (14) |
| 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. | 40% (26) |
| 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% (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 relevant answers.

- Learners are expected to take a stance when answering 'to what extent' questions 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 considered 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

COMMENT

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. 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.

2.3 Global assessment of the essay

The essay will be assessed holistically (globally). This approach requires the teacher to assess the essay as a whole, rather than assessing the main points of the essay separately. This approach encourages the learner to write an original argument by using relevant evidence to support the line of argument. The learner will **not** be required to simply regurgitate content (facts) in order to achieve a level 7 (high mark). This approach discourages learners from preparing essays and reproducing them without taking the specific requirements of the question into account. Holistic marking of the essay credits learners' opinions that are 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 an argument (planned, structured and has an independent line of argument)

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 (which is indicated by a bullet in the marking guideline), the main aspects/body of the essay that sustains/defends the line of argument (which is indicated by bullets in the marking guideline) and a relevant conclusion (which is indicated by a bullet in the marking guideline). For example in an essay where there are five (5) main points there could be about seven (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 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 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

Λ

- Wrong statement

- Irrelevant statement

|
|
|

- Repetition

R

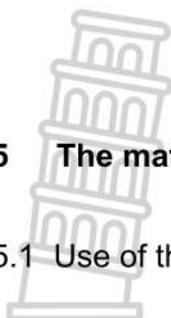
- Analysis

A

- Interpretation

I





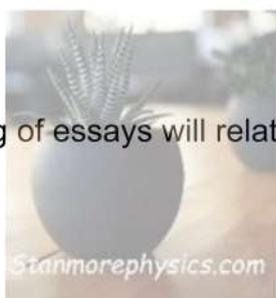
2.5 The matrix

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 | |

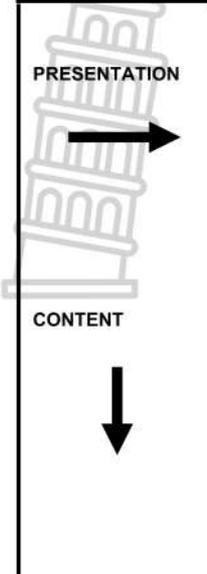
- (c) Allocate an overall mark with the use of the matrix.

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

*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

Question inadequately addressed and vague; little attempt to structure the essay = 7–13

SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1. CAPITALISM IN THE USA, 1900–1940

KEY QUESTION: WHAT WERE THE CAUSES OF THE GREAT DEPRESSION?

1.1

1.1.1 *[Extraction of evidence from Source 1A – L1]*

- To bolster the post-war economy
- To protect new war industries
- To aid farmers

(3 x 1) (3)

1.1.2 *[Extraction of evidence from Source 1A – L1]*

- Chinaware
- Pig iron
- Textiles
- Sugar
- Rails dyes
- Chemicals
- Silk
- Rayon textiles
- Hardware

(any 3 x 1) (3)

1.1.3 *[Interpretation of evidence from Source 1A – L2]*

- They could not repay the war debt.
 - They could not sell their own products in the USA
 - European powers were forced to increase taxes on US imports
 - Any other relevant response (any 1 x 2) (2)

1.1.4 *[Definition of historical concept-L1]*

- *Is an economic system which is based on private ownership* (1x2)(2)

1.1.5 *[Interpretation of evidence from Source 1A – L2]*

- The USA supplied the European powers with money, machinery and agricultural goods during the war.
- The USA was not involved in war but supplied the allied powers
- Farmers and factories were producing in mass to supply local and international markets •
- Any other relevant response (any 1 x 2) (2)



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

- European countries produced for themselves after the war – bought less from the USA
 - European countries imposed high tariffs on US imports and made it difficult for the US to sell their surplus overseas
 - US farmers and factories were saddled with surplus products which they could not sell
 - Any other relevant response
- (any 2 x 2) (4)

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

- In America the daily life of the majority is conceived on a scale that is reserved for the privileged classes anywhere else (1 x 2) (2)

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

- Radios
- Telephones (2 x 1) (2)

1.2.3 [Extraction of own knowledge from clues in Source 2B – L1]

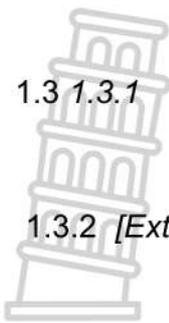
- 'two-thirds of all the raw silk and quarter of sugar' (1 x 2) (2)

1.2.4 [Interpretation of evidence from Source 1B – L2]

- It stimulated the growth of other industries
- It created a demand for glass, steel and rubber
- It boosted the petrol and oil industries
- It boosted transport industries
- It created more jobs
- Any other relevant response (any 2 x 2) (4)

1.2.5 [Interpretation of evidence from Source 1B – L2]

- American farmers did not share in the prosperity
- Unskilled and unemployed people did not share in this wealth
- There were glaring weaknesses in the economy that was overlooked
- Black workers did not share in the wealth as they were underpaid and given low-paying jobs
- Any other relevant response (any 1 x 2) (2)



1.3 1.3.1 [Extraction of evidence from Source 1C – L1]

- Because the business of the country had increased (1 x 1) (1)

1.3.2 [Extraction of evidence from Source 1C – L1]

- General Motors (1 x 1) (1)

1.3.3 [Interpretation of evidence from Source 1C – L2]

- Ordinary people bought shares on the market
- They waited for the share price to increase and then sold the shares
- People bought stocks and shares on credit
- This was called buying on the "margin" and enabled "speculators" to sell off shares at a profit before paying what they owed.
- Any other relevant response (any 2 x 2) (4)

1.3.4 [Interpretation of evidence from Source 1C – L2]

- In September 1929, the share prices began to slowly decline
- Shareholders panicked – started to sell shares
- Prices fell dramatically as sellers tried to sell their shares.
- Any other relevant response (any 2 x 2) (4)
-

1.3.5 [Ascertaining the usefulness of the source from source 1C-L3]

This source is useful because :

- It indicates that people invested in the stock of General Motors.
- It also indicate that shareholders were gaining dividends and rights to accumulate.

(Any other relevant response) (1x2) (2)

1.4

1.4.1 [Interpretation of evidence from Source 1D – L2]

- It caused massive unemployment
- People lost everything
- It caused starvation
- People stood in lines waiting for bread or soup
- Many people withdrew their money at the same time – hence the reference to bank-run
- Any other relevant response (any 2 x 2) (4)

1.5 [Ascertaining the differences between Sources 1B and 1D-L3]



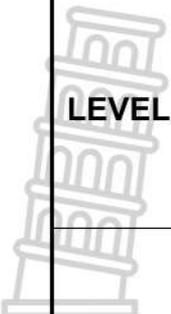
- Source 1B states that the majority Americans lived a life conceived on a scale that is reserved for the privileged classes anywhere else whilst Source 1B shows that people were poor and did not have anything to eat.
- Source 1B states that most Americans had access to radios, telephones and cars whereas Source 1D show people without any possessions – they were poor
- Any other relevant response (any 1 x 2) (2)

1.6 [Interpretation, evaluation, and synthesis of information from all the sources –L3]

- The Fordney-McCumber Act protected US economy by placing high tariffs imports
- European countries reacted by imposing high tariffs on US imports
- US companies could not sell surplus products
- They started to lay workers off, which led to unemployment
- US had the highest standard of living (Source 2B)
- They encouraged people to become rich
- Factories were producing in mass (over-production) – when demand Dropped they were saddled with surplus products that they could not sell
- Factories made smaller profits and started to lay off workers
- Ordinary people bought shares on the stock market
- Shares were bought on the 'margin' – borrowed money from banks
- Buying stocks and shares was a means of becoming rich
- Led to over-speculation
- Panic sales followed which led to the Great depression
- Many people withdrew their money from the banks – bank run
- Millions of people became unemployed and stood in breadlines for assistance.
- Any other relevant response.

Use the following rubric to allocate a mark.

| | CRITERIA | MARKS |
|--|----------|-------|
|--|----------|-------|

| | | |
|--|--|-----|
|  LEVEL 1 | <ul style="list-style-type: none">• Uses evidence in an elementary manner.• Shows no or little understanding of the causes of the Great Depression. Uses evidence partially or cannot write a paragraph. | 0–2 |
| LEVEL 2 | <ul style="list-style-type: none">• Evidence is mostly relevant and relates to a great extent to the topic e.g shows some understanding of the causes of the Great Depression.• Uses evidence in a basic manner to write a paragraph. | 3–4 |
| LEVEL 3 | <ul style="list-style-type: none">• Uses relevant evidence e.g. demonstrates a thorough understanding of the causes of the Great Depression.• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. | 4–6 |

(6)

[50]



SECTION B ESSAY

QUESTION 2: CAPITALISM IN THE USA, 1900 – 1940

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

SYNOPSIS

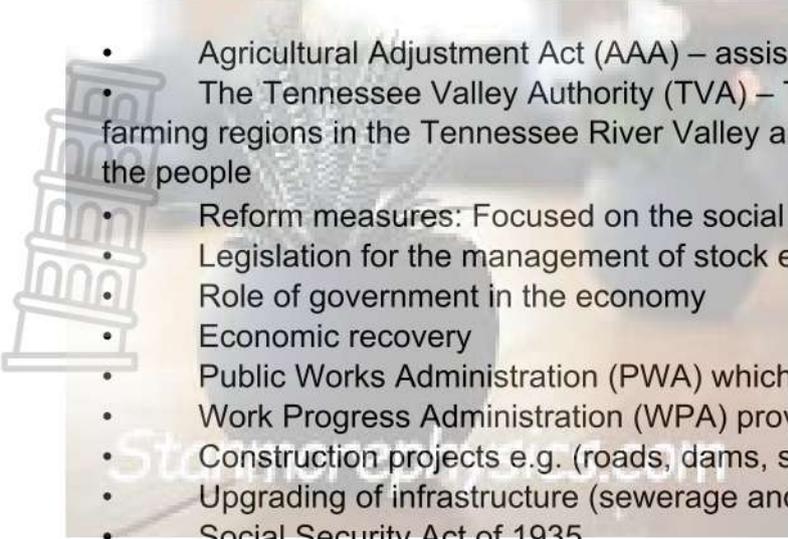
The candidates should explain to what extent Roosevelt's New Deal lessened the negative effects of the Great Depression in the United States of America in the 1930s. The main focus should be on measures as well as the impact of Roosevelt's New Deal on the economy. Having assumed a stance, the candidate must use relevant historical evidence to support the stance taken.

MAIN ASPECTS

Introduction: In the introduction the candidate should indicate to which extent Roosevelt's New Deal lessened the negative effects of the great Depression in the 1930s economic problems. Relevant historical evidence should be used to develop a line of argument in line with the stance taken.

ELABORATION

- The 1933 presidential election – Roosevelt's pledge for a New Deal for the
- American people
- 1933 elections – Democratic Party victory
- Shift in government's economic policy
- Democratic Party – advocated direct government intervention in the economy
- Roosevelt's policies of Relief, Recovery and Reform
- Relief measures: To address poverty
- The Federal Emergency Relief Administration provided the state governments
- with money for relief
- Soup kitchens were established
- Temporal housing supplied to those who had been forced to live on the streets
- Recovery measures: Addressed unemployment
- Series of government sponsored programmes were introduced
- Civil Work Administration (CWA) created jobs for the unemployed
- Civilian Conservation Corps (CCC) – Thousands of men worked in conservation projects in the national parks, forests, and public lands

- 
- Agricultural Adjustment Act (AAA) – assisted farmers
 - The Tennessee Valley Authority (TVA) – To uplift one of the poorest farming regions in the Tennessee River Valley and provided employment to the people
 - Reform measures: Focused on the social security system
 - Legislation for the management of stock exchanges
 - Role of government in the economy
 - Economic recovery
 - Public Works Administration (PWA) which was part of the NIRA
 - Work Progress Administration (WPA) provided mass employment
 - Construction projects e.g. (roads, dams, schools etc)
 - Upgrading of infrastructure (sewerage and drainage systems)
 - Social Security Act of 1935
 - Social welfare measures were introduced
 - National system of pensions and unemployment benefits
 - Evicted sharecroppers were helped with homes and loans
 - Big business and rich were to be taxed for government to pay pension and unemployment benefits
 - Evaluation of the New Deal
 - Criticism of the New Deal
- 

Conclusion: Candidates should tie up the argument with an appropriate conclusion with due regard to the stance taken in the introduction.

[50]