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GRADE 11

JOHANNESBURG NORTH
HISTORY QUESTION PAPER
10 NOVEMBER EXAMINATION 2025
PAPER 1



MARKS: 150

TIME: 3 HOURS

This question paper consists of 9 pages and an addendum of 13 pages.

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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 USA 1900-1940

   QUESTION 3: IDEAS OF RACE: CASE STUDY NAZI GERMANY AND THE HOLOCAUST

   SECTION B: ESSAY QUESTIONS

   QUESTION 4: COMMUNISM IN RUSSIA 1900-1940

   QUESTION 5: CAPITALISM IN USA 1900-1940

   QUESTION 6: IDEAS OF RACE: CASE STUDY: AUSTRALIA & INDIGENOUS AUSTRALIANS.

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 ONE hour per 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. Write neatly and legibly.

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SECTION A – SOURCE BASED QUESTIONS

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

QUESTION 1: HOW DID COLLECTIVISATION IN THE USSR AFFECT THE RUSSIAN PEOPLE IN THE 1930s?

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

1.1 Study Source 1A

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

1.1.2 Name the industry that did not constitute the whole of the Soviet Union national economy. (1 x 1) (1)

1.1.3 State TWO foundations that the Soviet power and the work of social construction could not rest for any length of time. (2 x 1) (2)

1.1.4 Explain why a historian studying the introduction of Collectivisation of Agriculture in the USSR would consider this source reliable. (1 x 2) (2)

1.1.5 What, according to the source, were the two ways the Soviet Union was to take to transform their national economy. (2 x 1) (2)

1.1.6 Explain why Joseph Stalin rejected the first proposal of transforming the national economy. (1 x 2) (2)

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1.2 Refer to Source 1B

1.2.1

(a) In which year did the implementation of collectivisation begin in earnest. (1 x 1) (1)

(b) What was the goal of collectivisation. (1 x1) (1)

1.2.2 Define the term *collectivisation* in the context of the Five-Year Plans of the Soviet Union. (1 x 2) (2)

1.2.3 List any TWO coercive measures used by the Soviet Union to accelerate collectivisation. (2 x 1) (2)

1.2.4 Explain why the Kulaks were hated by the Soviet government. (1 x 2) (2)

1.2.5 Comment on the methods used by the Soviet government to deal with the kulaks to safeguard the process of collectivisation. (1 x 2) (2)

1.3 Consult Source 1C

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1.3.1 Explain what might have caused the sharp increase in grain harvest in 1930 compared to the years that followed. (1 x 2) (2)

1.3.2 Comment on why the state procurement of grain continuously increased from 1928 to 1931. (1 x 2) (2)

1.3.3 Using the data from the graph, what conclusions can be drawn about the policy of collectivisation? (2 x 2) (4)

1.4 Study Source 1B and Source 1C. Explain how the evidence in the sources support each other regarding the negative impact of collectivisation. (1 x 2) (2)

1.5 Use Source 1D

1.5.1 According to Fitzpatrick, what were the THREE contributing factors to the Soviet famines? (3 x 1) (3)

1.5.2 According to the source, what effect did the Soviet government's focus on industrialization have on agricultural production? (1 x 2) (2)

1.5.3 Comment on what is implied by the statement "*government's failure to address the famines was a result of their prioritization of political power over the well-being of the people*". (2 x 2) (4)

1.5.4 Comment on the usefulness of the source to a historian studying about the effects of collectivisation in the Soviet Union in the 1930s. (1 x 2) (2)

1.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining how collectivisation in the USSR affected the Russian people in the 1930s? (8)

[50]

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QUESTION 2: WHY DID FRANKLIN DELANO ROOSEVELT INTRODUCE THE NEW DEAL IN THE UNITED STATES OF AMERICA IN THE 1930s.

Study Sources 2A, 2B, 2C and 2D and answer the questions that follow

2.1 Use Source 2A

2.1.1 Define the concept, *New Deal* in your own words. (1 x 2) (2)

2.1.2 List THREE possible solutions to the greatest task the United of America had to fulfil at that time. (3 x 1) (3)

2.1.3 In addition to putting people to work, what must be done to address the "*overbalance of population*" in industrial centres? Mention the TWO tasks the government would do. (2 x 1) (2)

2.1.4 Explain why the speaker compared the task of putting people to work to "*the emergency of a war*". (1 x 2) (2)

2.1.5 What is implied by the statement "*…can never be helped merely by talking about it*" in relation to the speaker's assessment of current or past efforts to address the crisis? (1 x 2) (2)

2.1.6 Explain Franklin Roosevelt's main concern regarding the "*old order*" that the new policies are meant to safeguard against? (1 x 2) (2)

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2.2 Refer to Source 2B

2.2.1 Comment on what messages are conveyed in the source concerning the New Deal programme. (2 x 2) (4)

2.2.2 What is implied by the statement "*Of course we may have to change remedies if we don't get results*" with regards to the New Deal programme? (1 x 2) (2)

2.2.3 What was Berryman's overall attitude towards the New Deal in this cartoon? (1 x 2) (2)

2.3 Study Source 2C

2.3.1 Mention THREE purposes of the National Industrial Recovery Act (NIRA)? (3 x 1) (3)

2.3.2 What was the underlying economic philosophy of the NIRA when creating a two-pronged effort with industry codes and a public works programme? (1 x 2) (2)

2.3.3 Explain why business people would find the code provisions of the National Recovery Act controversial (problematic). (1 x 2) (2)

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2.3.4 Comment on how the "Blue Eagle" sign was intended to function as a tool for public participation in the recovery effort. (1 x 2) (2)

2.4 Consult Source 2D

2.4.1 Who, according to the source, signed the Agricultural Adjustment Act (AAA) into law. (1 x 1) (1)

2.4.2 List THREE stated goals from the source of the Agricultural Adjustment Act? (3 x 1) (3)

2.4.3 Explain the usefulness of this source to a historian studying how the situation in the 1920s and the Great Depression led to the implementation of the Agricultural Adjustment Act. (2 x 2) (4)

2.5 Study Source 2A and Source 2D. Explain how the evidence in the sources support each other regarding the aims of the Agricultural Adjustment Act.

(2 x 2) (4)

2.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining why Franklin Delano Roosevelt introduced the New Deal in the United States of America in the 1930s. (8)

[50]



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QUESTION 3: HOW DID HITLER MAINTAIN THE NAZI RACIAL IDEOLOGY IN GERMANY IN THE 1930s.

Study Sources 3A, 3B, 3C and 3D and answer the questions that follow

3.1 Consult Source 3A

3.1.1 Who, according to the source, is the Führer (Leader) of the Nazi Party, formulated and articulated the ideas that came to be known as Nazi ideology. (1 x 1) (1)

3.1.2 Explain why Hitler believed that a person's characteristics, attitudes, abilities, and behaviour were determined by his or her so-called racial make-up. (1 x 2) (2)

3.1.3 Define the term *Social Darwinism* in your own words. (1 x 2) (2)

3.1.4 Name THREE traits according to the source the Nazis believed were genetically inherited by races. (3 x 1) (3)

3.1.5 Comment on how Nazi ideology distorted Darwinian evolutionary theory regarding the "*survival of the fittest*." (2 x 2) (4)

3.1.6 Explain what the Nazi's emphasis on land acquisition and reproduction suggests about their geopolitical (territorial expansion) goals. (1 x 2) (2)

3.2 Study Source 3B

3.2.1 Explain the concept *antisemitism* in the context of the propaganda used by the Nazi in Germany in the 1930s. (1 x 2) (2)

3.2.2 Identify THREE places where propaganda was used to increase Anti-Semitism and make people believe that '*The Jews are our misfortune*.' (3 x 1) (3)

3.2.3 Comment on why the Nazis relied so heavily on propaganda to spread anti-Semitism. (1 x 2) (2)

3.2.4 State TWO elements in the Negro blood that the Jewish had in their veins. (2 x 1) (2)

3.3 Refer to Source 3C

3.3.1 What is the message that is conveyed in the source? (1 x 2) (2)

3.3.2 Explain why this image challenges our understanding of identity and belonging. (1 x 2) (2)

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3.3.3 Comment on how the man being measured could have felt during this process. (1 x 2) (2)

3.4 Study Source 3B and Source 3C. Explain how the evidence in the sources support each other regarding the features of the Jewish people in Germany.

(2 x 2) (4)

3.5 Read Source 3D

3.5.1 State THREE political ideologies and institutions Hitler associated with Jewish influence. (3 x 1) (3)

3.5.2 Explain the usefulness of this source to a historian studying Hitler's racial ideology regarding his views about the Jewish race. (2 x 2) (4)

3.5.3 Why did Hitler perceive Marxism as the most dangerous political tool of the Jewish race? (1 x 2) (2)

3.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining how Hitler maintained the Nazi racial ideology in Germany in the 1930s. (8)

[50]



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SECTION B – ESSAYS

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

To what extent did Lenin's New Economic Policy (NEP) represent a betrayal of the ideals of the 1917 October Revolution (Communist Revolution)?

Support your line of argument with relevant historical evidence. **[50]**

QUESTION 5 - CAPITALISM IN USA 1900-1940.

The Wall Street Crash of 1929 contributed to the causes of the Great Depression and was a symptom of deeper underlying economic problems. Do you agree?

Support your line of argument with relevant historical evidence. **[50]**

QUESTION 6 - IDEAS OF RACE: CASE STUDY: AUSTRALIA & INDIGENOUS AUSTRALIANS.

Critically discuss the motivations behind the Australian government's policies that led to the Stolen Generations and how they were driven by paternalistic (patriarchal) ideas of "protection" and "civilisation" rather than the explicit goal of assimilation and cultural destruction? **[50]**

TOTAL: 150

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GRADE 11

JOHANNESBURG NORTH

HISTORY

PAPER 1

ADDENDUM



10 NOVEMBER EXAM 2025

This addendum consists of 13 pages.

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QUESTION 1: HOW DID COLLECTIVISATION IN THE USSR AFFECT THE RUSSIAN PEOPLE IN THE 1930s?

SOURCE 1A

This source is a speech by Joseph Stalin on the introduction of Collectivisation of Agriculture in the USSR on 27 December 1929.

Our large-scale, centralised, socialist industry is developing according to the Marxist theory of expanded reproduction; for it is growing in volume from year to year, it has its accumulations and is advancing with giant strides. But our large-scale industry does not constitute the whole of the national economy. On the contrary, small-peasant economy still predominates in it. Can we say that our small-peasant economy is developing according to the principle of expanded reproduction? No, we cannot. Not only is there no annual expanded reproduction in the bulk of our small-peasant economy, but, on the contrary, it is seldom able to achieve even simple reproduction.

Can we advance our socialised industry at an accelerated rate while we have such an agricultural basis as small-peasant economy, which is incapable of expanded reproduction, and which, in addition, is the predominant force in our national economy? No, we cannot. Can Soviet power and the work of socialist construction rest for any length of time on two different foundations: on the most large-scale and concentrated socialist industry, and the most disunited and backward, small-commodity peasant economy? No, they cannot….

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What, then, is the way out? The way out lies in making agriculture large-scale, in making it capable of accumulation, of expanded reproduction, and in thus transforming the agricultural basis of the national economy. There are two ways of doing this. There is the capitalist way, which is to make agriculture large-scale by implanting capitalism in agriculture - a way which leads to the impoverishment of the peasantry ……

There is another way: the socialist way, which is to introduce collective farms and state farms into agriculture, the way which leads to uniting the small peasant farms into large collective farms…….

https://spartacus-educational.com/RUScollectivization.htm (Accessed 21 August 2025)

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SOURCE 1B

The source explains the implementation of Collectivisation and its impact in the USSR in the 1930s.

The implementation of collectivisation began in earnest in 1929, as part of the First Five-Year Plan, under the leadership of Joseph Stalin. The goal was to collectivise 20% of peasant households by the end of the plan in 1933. However, the pace of collectivisation accelerated dramatically in 1930, leading to a period known as "Dizzy with Success," during which the majority of peasant farms were collectivised. However, the process was often done forcibly, with the state using a variety of coercive (forceful) measures to compel peasants to join the kolkhozes. These included the threat of violence, the confiscation of property, and the deportation of resistors to remote areas of the country. A key aspect of the implementation of collectivisation was the campaign against the kulaks. The kulaks were a class of wealthy peasants who were seen as a threat to the socialist project. The kulaks were accused of hoarding (storing) grain and sabotaging the collectivisation process. As a result, they were subjected to a brutal campaign of 'dekulakization', under which their property was confiscation, they were expelled from their communities, and in many cases, they were arrested and executed.

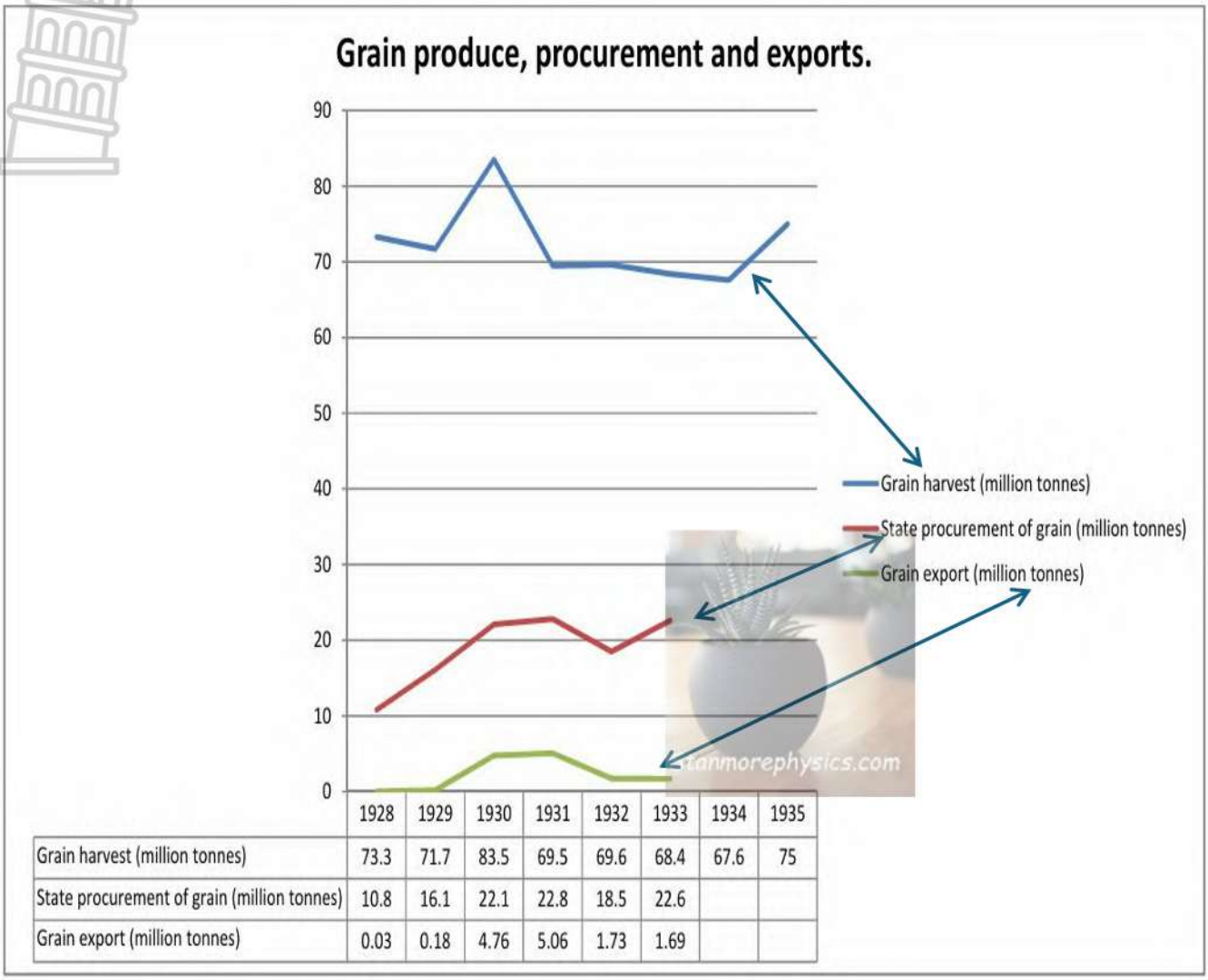
The impact of collectivisation on the Soviet Union was profound and far-reaching: affecting almost every aspect of the country. Economically, the results of collectivisation were mixed. On the one hand, it allowed the state to extract the surplus from the agricultural sector needed to fund industrialisation. In particular, the state's control over grain production also ensured a steady supply of food for the urban workforce. On the other hand, collectivisation led to a significant drop in agricultural productivity in the short term. This was caused by peasants who slaughtered livestock and destroyed crops in protest.

https://www.historyskills.com/classroom/year-10/collectivisation/. Accessed 21 August 2025

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SOURCE 1C

Agricultural output and state procurement of grain, 1928 – 1935, from A. Nove, An Economic History of the USSR, 1917 -1991, 1992.



	1928	1929	1930	1931	1932	1933	1934	1935
Grain harvest (million tonnes)	73.3	71.7	83.5	69.5	69.6	68.4	67.6	75
State procurement of grain (million tonnes)	10.8	16.1	22.1	22.8	18.5	22.6		
Grain export (million tonnes)	0.03	0.18	4.76	5.06	1.73	1.69		

https://historyrevision.wordpress.com/wp-content/uploads/2012/02/successes-and-failures-of-collectivisation-reading.pdf. Accessed 22 August 2025

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SOURCE 1D

A source explaining the views of Sheila Fitzpatrick, a prominent Australian historian who has extensively studied the Soviet Union, in her book Stalin's Peasants: Resistance and Survival in the Russian Village after Collectivization.

Fitzpatrick's view on the Soviet famines is that they were caused by a combination of factors, including poor weather conditions, government policies, and economic mismanagement. According to Fitzpatrick, the Soviet government's policies of collectivization and industrialization were major contributors to the famines. The government's focus on industrialization led to a decrease in agricultural production, while collectivization forced peasants to give up their land and join collective farms, which were often poorly managed and inefficient. These policies led to a decrease in food production and distribution, which ultimately resulted in widespread famine.

Fitzpatrick also notes that the Soviet government's response to the famines was inadequate. Despite reports of widespread starvation, the government did not take significant action to address the crisis. Instead, they focused on maintaining control and suppressing dissent. Fitzpatrick argues that the government's failure to address the famines was a result of their prioritization of political power over the well-being of the people.

In conclusion, Fitzpatrick's view on the Soviet famines is that they were caused by a combination of factors, including poor weather conditions, government policies, and economic mismanagement. She also believes that the government's failure to adequately respond to the crisis was a result of their prioritization of political power over the well-being of the people.

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Sheila Fitzpatrick - Stalin's Peasants: Resistance and Survival in the Russian Village After Collectivisation, 1994. Retrieved from https://explaininghistory.org/2023/03/28/sheila-fitzpatricks-view-on-collectivisation/#:~:text=Sheila%20Fitzpatrick%2C%20a%20historian%20and,well%2Dbeing%20of%20the%20people. Accessed 31 August 2025

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QUESTION 2: WHY DID FRANKLIN DELANO ROOSEVELT INTRODUCE THE NEW DEAL IN THE UNITED STATES OF AMERICA IN THE 1930s?

SOURCE 2A

The source is a speech by Franklin Delano Roosevelt on his inauguration (commencement) addressing the American people about the New Deal on March 4, 1933.

"Our greatest primary task is to put people to work. This is no unsolvable problem if we face it wisely and courageously. It can be accomplished in part by direct recruiting by the government itself, treating the task as we would treat the emergency of a war, but at the same time, through this employment, accomplishing greatly needed projects to stimulate and reorganize the use of our natural resources".

"Hand in hand with this we must frankly recognize the overbalance of population in our industrial centers and, by engaging on a national scale in a redistribution, endeavor to provide a better use of the land for those best fitted for the land. The task can be helped by definite efforts to raise the values of agricultural products and with this the power to purchase the output of our cities. It can be helped by preventing realistically the tragedy of the growing loss through foreclosure of our small homes and our farms. It can be helped by insistence that the Federal, State and local governments act forthwith on the demand that their cost be drastically reduced. It can be helped by the unifying of relief activities, which today are often scattered, uneconomical, and unequal. It can be helped by national planning for and supervision of all forms of transportation and of communications and other utilities which have a definitely public character. There are many ways in which it can be helped, but it can never be helped merely by talking about it. We must act and act quickly".

"Finally, in our progress toward a resumption of work we require two safeguards against a return of the evils of the old order; there must be a strict supervision of all banking and credits and investments; there must be an end to speculation with other people's money, and there must be provision for an adequate but sound currency".

https://publicpolicy.pepperdine.edu/academics/research/faculty-research/new-deal/roosevelt-speeches/fr030433.htm. Accessed 31 August 2025

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SOURCE 2B

This source is a cartoon, drawn in 1935, by Clifford Berryman an American Pulitzer Prize–winning cartoonist with The Washington Star newspaper from 1907 to 1949. It shows the 'New Deal Remedies'.



https://www.amazon.com/Roosevelt-Cartoon-Remedies-Clifford-Berryman/dp/B07C8YQPSJ. Accessed 31 August 2025

FDR **NEW DEAL REMEDIES** **CONGRESS**

OF COURSE WE MAY HAVE TO CHANGE REMEDIES IF WE DON'T GET RESULTS

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SOURCE 2C

The source below was taken from "Transcript of National Industrial Recovery Act. It explains the National Industrial Recovery Act introduced by Franklin D. Roosevelt in 1933.

The National Industrial Recovery Act was a major initiative of the new Roosevelt Administration for coping with the Great Depression, designed to "encourage national industrial recovery, to foster fair competition, and to provide for the construction of certain useful public works, and for other purposes". It was signed into law by the president on June 16, 1933.

The National Industrial Recovery Act was a two-pronged effort to stimulate economic recovery and ameliorate (improve) unemployment. Title I of the act instituted codes of fair competition for a range of basic industries and Title II created a public works program, eventually called the "Public Works Administration" (PWA). The National Recovery Administration (NRA) was established to oversee the creation of the industry codes and Hugh Johnson was appointed head administrator.

The code provisions of the act were controversial because they created industrial alliances and "effectively fixed prices and wages, established production quotas, and imposed restrictions on entry of other companies into the alliances." Participants in the code program placed Blue Eagle signs with red "N.R.A." letters at their places of business.

From "Transcript of National Industrial Recovery Act," Our Documents, Available on https://livingnewdeal.org/glossary/national-industrial-recovery-act-1933/ Accessed on 31 August 2025.

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SOURCE 2D

This source explains the Agricultural Adjustment Act introduced by Franklin D Roosevelt in 1933 as part of the New Deal Acts. It was taken from "Franklin Roosevelt, Day-by-Day," A project of the Pare Lorentz Center at the FDR Presidential Library.

The Agricultural Adjustment Act (AAA) was signed into law by President Franklin Roosevelt on May 12, 1933. Among the law's goals were limiting crop production, reducing stock numbers, and refinancing mortgages with terms more favourable to struggling farmers. The Agricultural Adjustment Administration was created to implement the act, and it was initially headed by George Peek – a man, ironically, not overly enthusiastic about the New Deal.

Large agricultural surpluses during the 1920s had caused prices for farm products to drop steadily from the highs of the First World War, and with the onset of the Great Depression the bottom dropped out of agricultural markets. As a consequence, millions of American farmers, tenants and sharecroppers were left destitute and hundreds of thousands of farms were abandoned. In an effort to increase prices, New Deal policymakers sought to reduce output by destroying surpluses and taking acreage (land area) out of production.

In the short run, farmers were paid to destroy crops and livestock, which led to depressing scenes of fields ploughed under, corn burned as fuel and piglets slaughtered. Nevertheless, many of the farm products removed from economic circulation were utilized in productive ways. For example: "The pork products were distributed to unemployed families…Other food products purchased for surplus removal and distribution in relief channels included butter, cheese, and flour". Even piglets too small to consume were "converted into inedible by-products such as grease and fertilizer".

From "Franklin Roosevelt, Day-by-Day," A project of the Pare Lorentz Center at the FDR Presidential Library, Available at https://livingnewdeal.org/glossary/agricultural-adjustment-act-1933-re-authorized-1938-2/ Accessed on 31 August 2025

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QUESTION 3: HOW DID HITLER MAINTAIN THE NAZI RACIAL IDEOLOGY IN GERMANY IN THE 1930s.

SOURCE 3A

This source was taken from the Holocaust Encyclopedia. It explains the introduction of the Nazi racial policy by Adolf Hitler in Germany.

Adolf Hitler, the Führer (Leader) of the Nazi Party, formulated and articulated the ideas that came to be known as Nazi ideology. He thought of himself as a deep and profound thinker, convinced that he had found the key to understanding an extraordinarily complex world. Hitler believed that a person's characteristics, attitudes, abilities, and behaviour were determined by his or her so-called racial make-up. In Hitler's view, all groups, races, or peoples (he used those terms interchangeably) carried within them traits that were passed from one generation to the next. No individual could overcome the qualities of race. All of human history could be explained in terms of racial struggle.

In formulating their ideology of race, Hitler and the Nazis drew upon the ideas of the German social Darwinists of the late 19th century. Like the social Darwinists before them, the Nazis believed that human beings could be classified collectively as "races," with each race bearing distinctive characteristics that had been passed on genetically since the first appearance of humans in prehistoric times. These inherited characteristics related not only to outward appearance and physical structure, but also shaped internal mental life, ways of thinking, creative and organizational abilities, intelligence, taste and appreciation of culture, physical strength, and military prowess.

The Nazis also adopted the social Darwinist take on Darwinian evolutionary theory regarding the "survival of the fittest." For the Nazis, survival of a race depended upon its ability to reproduce and multiply, its accumulation of land to support and feed that expanding population, and its vigilance in maintaining the purity of its gene pool, thus preserving the unique "racial" characteristics with which "nature" had equipped it for success in the struggle to survive.

From the Holocaust Encyclopedia retrieved at https://encyclopedia.ushmm.org/content/en/article/victims-of-the-nazi-era-nazi-racial-ideology#:~:text=Hitler%20believed%20that%20a%20person's,of%20humans%20in%20prehistoric%20times. Accessed 1 September 2025

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SOURCE 3B

The source explains how propaganda was used to enforce the Nazi racial ideology in Germany in the 1930s by Der Starmer, August 1945.

Although many people believe that Anti-Semitism originated in Nazi-Germany, hatred of Jewish Communities existed well before the 1930's. Jews were often used as a scapegoat when things went wrong - they were blamed for no reason.

The Nazis said that Jews were inferior and undesirable. Propaganda was used in schools and at rallies, on the radio, in posters, films and newspapers to increase Anti-Semitism and make people believe that 'The Jews are our misfortune.'

The Nazis stereotyped Jews. That means that they created a simplistic, false impression of Jews. Hitler gave the following instructions to Goebbels, his Propaganda Minister:

Every issue of the weekly newspaper, Der Starmer repeated on its front page in large letters the slogans:



“THE JEWS ARE OUR MISFORTUNE”

“HE WHO KNOWS THE JEW KNOWS THE DEVIL”

In addition, the newspapers favourite was ‘race defilement’. Look at this quote from the newspaper:

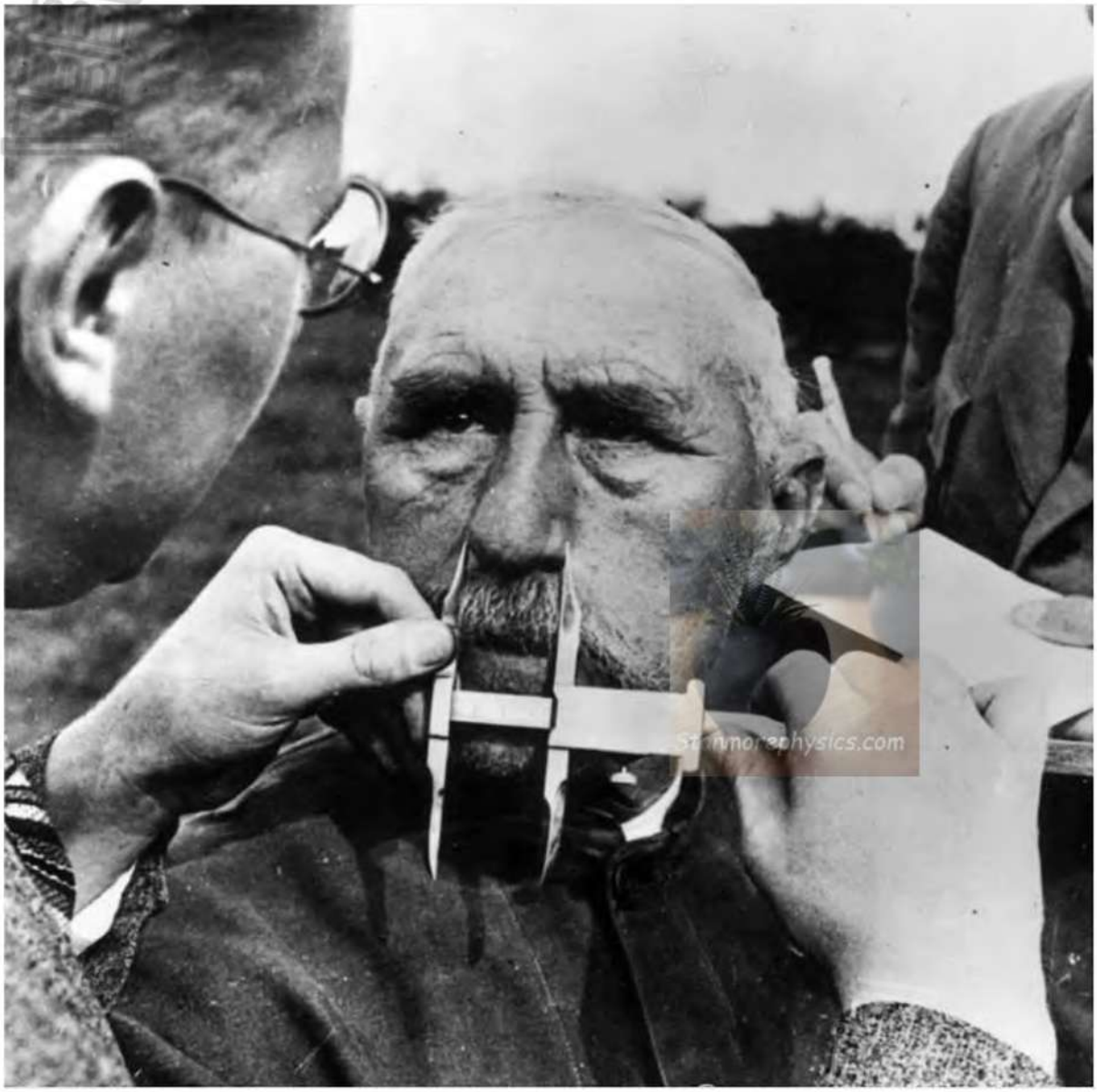
"Moreover, the Jew has in his veins a large element of Negro blood; his frizzy hair, his wolf lips, the colour of his eyeballs proves this as effectually as the insatiable sexual greed which hesitates at no crime and finds its supremist triumph in the brutal defilement (pollution) of women of another race. This bestial lust obsesses even a barely mature Jew boy” - Der Starmer, August 1945.

https://sahistory.org.za/article/how-did-nazis-construct-aryan-identity#:~:text=Published%2022%20March%202011Updated,the%20%C4%80ry%C4%81varta%20parts%20of%20India. Accessed 1 September 2025

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SOURCE 3C

The picture below shows a man having his nose measured during Aryan race determination tests under Nazi Germany's Nuremberg Laws that was applied to determine whether a person was considered a “Jew”.



https://www.scientificamerican.com/article/neurologists-role-in-nazi-racial-hygiene-only-now-comes-to-light/. Accessed 1 September 2025

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SOURCE 3D

The source explains how Hitler viewed the Jews in relation to his Nazi Racial Ideology in Germany in the 1930s.

To Hitler, the Jewish race was also attempting to poison the Aryan blood (soul) by utilizing social methods, such as cultural and political means. The Jew was the fundamental cause of the decadence (degeneration) that Hitler saw in modern art and literature. To Hitler, Jewish modem art was a deliberate attempt to infect the unconsciousness or inner self of the Aryan people. "Culturally he contaminates art, literature, the theatre, makes a mockery of natural feeling, overthrows all concepts of beauty and sublimity, of the noble and the good, and instead drags men down into the sphere of his own base nature."

But it is in the area of politics that Hitler perceived the greatest Jewish threat to the Aryan race. Jewish infiltration of the bourgeoisie (middle class) had made the latter puppets for the execution of the Jewish plan for world domination. Thus, the bourgeois economic institution of capitalism and the political institutions of liberalism, democracy, parliamentarianism, freedom of the press, and internationalism were all Jewish instruments creating disorder in the world as a stepping stone to domination.

By far the most powerful political tool of the Jewish race, however, was Marxism. Marxism was a rival Weltanschauung that created a "view of life" directly hostile to everything in which Hitler believed. Marxism, to Hitler, maintained that the state had in itself the "creative, culture-forming force," meaning that the state created a nation's culture out of economic necessities. In Hitler's view, the state could not create a nation's culture. Since the nation was the outward manifestation of a race's (Volk's) inner nature of soul, the state then could only be the instrument by which a race could express its cultural energies. The state's primary function was to preserve and promote those Aryan culture-creating spiritual elements that existed in the blood of the Aryan race.

From Hitler's Racial Ideology: Content and Occult Sources by Jackson Spielvogel and David Redles. Available at https://www.museumoftolerance.com/education/archives-and-reference-library/online-resources/simon-wiesenthal-center-annual-volume-3/annual-3-chapter-9.html#:~:text=It%20is%20evident%20from%20Mein,the%20blood%20of%20the%20Aryans. Accessed 1 September 2025.

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GRADE 11

JOHANNESBURG NORTH

HISTORY PAPER 1

10 NOVEMBER EXAM 2025



MARKING GUIDELINES

MARKS: 150

This memorandum consists of 29 pages.

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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	• Extract evidence from sources • Selection and organisation of relevant information from sources • Define historical concepts/terms	**30%** **(15)**
LEVEL 2	• Interpretation of evidence from sources • Explain information gathered from sources • Analyse evidence from sources	**40%** **(20)**
LEVEL 3	• 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 guidelines, the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.

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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

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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 bottom margin to the right, 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

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 guidelines), 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.

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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 ∧
- 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 competencylevels, 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	

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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



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MARKING MATRIX FOR ESSAY: TOTAL: 50 MARKS

	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 lineof argument withthe use of evidence, sustained and defended the argument throughout. Independent conclusion is drawn from evidence to support the line of argument.	Very well planned and structure d essay. Developed a relevant line of argument. Evidence usedto defend the argument. Attempts to drawan 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 theline of argument.	Planned and constructed an argument. Evidence is used to some extent to support the line of argument Conclusions reached based on evidence.	Shows some evidence of aplanned and constructed argument. Attempts to sustain a line ofargument. Conclusions not clearly supportedby evidence.	Attempts to structure ananswer. Largely descriptive, or some attempt at developing a lineof 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 lineof argument.	**47–50**	**43–46**					
LEVEL 6 Question has been answered. Content selection relevant to the line of argument.	**43–46**	**40–42**	**38–39**				
LEVEL 5 Question answeredto a great extent. Content adequately covered and relevant.	**38–39**	**36–37**	**34–35**	**30–33**	**28–29**		
LEVEL 4 Question is 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 doesnot 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

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SECTION A – SOURCE BASED QUESTIONS

QUESTION 1: HOW DID COLLECTIVISATION IN THE USSR AFFECT PEOPLE IN THE 1930s?

1.1

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

- A theory developed by Karl Marx and Friedrich Engels, that explains social change through class struggle driven by economic relationships, particularly the exploitation of the proletariat (workers) by the bourgeoisie (capitalist owners).
- Any other relevant response. (1 x 2) (2)

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

- Large-scale industry (1 x1) (1)

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

- Large scale and Socialised Industry
- Disunited and backward small commodity peasant economy. (2 x 1) (2)



1.1.4 *[Determining reliability of Source 1A – L3]*

Reliable:

- It is a speech by Joseph Stalin, the leader of USSR presenting on the introduction of Collectivisation of Agriculture in the USSR on 27 December 1929.
- It mentions the actual date on which the speech was presented; 27 December 1929
- The date of presentation of the speech coincides with the time at which Stalin introduced Collectivisation in agriculture in USSR for the First Five Year Plan in agriculture.
- Any other relevant response. (1 x 2) (2)

1.1.5 *[Extraction of evidence from Source 1A – L1*

- The capitalist way
- The socialist way (2 x 1) (2)

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

- The capitalist way opposed the ideology Stalin was promoting in the Soviet Union.
- The ideology was not ideal for the Soviet Union.
- Stalin wanted to maintain communism in the Soviet Union
- Any relevant response. (1 x 2) (2)

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1.2

1.2.1 *[Extraction of evidence from Source 1B – L1]*

a) 1929 (1 x 1) (1)

b) The goal was to collectivise 20% of peasant households by the end of the plan in 1933.

(1 x1) (1)

1.2.2 *[Explanation of a historical concept from Source 1B – L2]*

- Collectivisation was a policy introduced in the Soviet Union whereby the government merged the small farms into big farms for commercial farming.
- Any other relevant response. (1 x 2) (2)

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

- Threat of violence
- The confiscation of property
- The deportation of resistors to remote areas of the country
- Accept ANY (2 x 1) (2)

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

- They were accused of hoarding the grain.
- Not supporting the process of collectivisation.
- Disregarding the laws of the government.
- Any other relevant response. (1 x 2) (2)

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

- The methods were harsh and brutal to intimidate the kulaks and make them comply with the provisions of the policy of collectivisation.
- The methods showed the government's unsympathetic stance which led to the fear of being eliminated.
- Any other relevant response. (1 x 2) (2)

1.3

1.3.1 *[Interpretation of evidence from Source 1C – L2]*

- The sharp increase reflected early gains from collectivisation.
- They numbers could have been inflated when reporting.
- The kulaks could have complied with the requirements of collectivisation.
- Any other relevant response. (1 x 2) (2)

1.3.2 *[Interpretation of evidence from Source 1C – L2*

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- The state prioritized extracting surplus for industrialisation and urban supply, even at the expense of rural food security.
- Any other relevant response. (1 x 2) (2)

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

- This implies that the Soviet Union maintained its industrial and diplomatic goals while rural populations suffered raising ethical questions about governance and propaganda
- The years where there was a decline shows that the kulaks were not happy with the policy of collectivisation.
- Production increased after 1930 probably because of coercive measures used by the government to force people to comply with collectivisation rules.
- Any other relevant response. (2 x 2) (4)

1.4 [*Comparison of evidence from Sources 1A and 1B to ascertain how they support each other – L3*]

- Source 1B says production decreased on short term as a result of resistance to collectivisation and source 1C supports by showing a decrease in grain production from 1930 -1931.
- Source 1B says grain production decresed because peasants destroyed crops in protests and Source 1C shows a decrease in grain production in the first years of collectivisation.
- Any other relevant response. (1x2) (2)

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1.5.1 *[Extraction of evidence from Source 1D – L1]*

- Poor weather conditions
- Government policies
- Economic mismanagement (3 x 1) (3)

1.5.2 *[Extraction of evidence from Source 1D – L1]*

- Led to a decrease in agricultural production, while collectivization forced peasants to give up their land and join collective farms, which were often poorly managed and inefficient. (1 x 2) (2)

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

- The government was willing to suppress dissent and maintain control, even in the face of a crisis like widespread starvation.
- The focus was on industrialization over agricultural production demonstrating that their goal was industrial growth as a key to their political goal, even at the cost of the people's food security.
- Any other relevant response. (2 x 2) (4)

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1.5.4 *[Determining usefulness of Source 1D – L3]*

- The source states that collectivization forced peasants to give up their land and join collective farms.
- The source suggests an inverse relationship, where an increase in industrialization efforts led to a decrease in agricultural production
- The source links the government's failure to address the famines with its prioritization of political power
- The source highlights the decrease in food production and distribution, which ultimately led to the widespread famine.
- It suggests that the new system of agriculture was fundamentally flawed and unable to sustain the population.
- Any other relevant response. (1 x 2) (2)

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

Candidates could include the following aspects in their response.

- The government unites the small peasant farms into large collective farms, employing machinery and scientific methods of farming, and being capable of developing further, for such farms can achieve expanded production (Source 1A)
- The pace of collectivisation accelerated dramatically in 1930, leading to a period known as "Dizzy with Success," during which the majority of peasant farms were collectivised (Source 1B).
- The process of collectivisation was often done forcibly, with the state using a variety of coercive measures to compel peasants to join the kolkhozes. (Source 1B)
- The threat of violence, the confiscation of property, and the deportation of resistors to remote areas of the country was the order of the day in the USSR. (Source 1B)
- The kulaks were subjected to a brutal campaign of 'dekulakization', under which their property was confiscated, they were expelled from their communities, and in many cases, they were arrested and executed. (Source 1B)
- The campaign against the kulaks resulted in the displacement and death of millions of people (Source 1B)
- It caused the destruction of a way of life that had existed for centuries (Source 1B)
- It also led to a certain degree of social levelling, as class distinctions based on land ownership were effectively eliminated (Source 1B)
- The state procured more grain from the people in the 1930s (Source 1C)
- There was grain exportation by the government in the 1930s (Source 1C)
- The government’s focus on industrialization led to a decrease in agricultural production, while collectivization forced peasants to give up their land and join collective farms, which were often poorly managed and inefficient (Source 1D)
- The policy led to a decrease in food production and distribution, which ultimately resulted in widespread famine (Source 1D)
- Any other relevant response.

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Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner, e.g. **shows no or little understanding of the effects of collectivization on the people in the USSR in the 1930s** • Uses evidence partially or cannot write a paragraph.	**MARKS 0–2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent on the topic, e.g. **shows some understanding of the effects of collectivization on the people in the USSR in the 1930s** Uses evidence in a very basic manner to write a paragraph.	**MARKS 3–5**
LEVEL 3	• Uses relevant evidence, e.g. **demonstrates a thorough understanding of the effects of collectivization on the people in the USSR in the 1930s.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6–8**

(8)
[50]



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QUESTION 2: WHY DID FRANKLIN DELANO ROOSEVELT INTRODUCE THE NEW DEAL IN THE UNITED STATES OF AMERICA IN THE 1930s.

2.1

2.1.1 *[Definition of a historical concept from Source 2A – L1]*

- The New Deal was instituted by President Franklin Roosevelt in response to the Great Depression as a programme that comprised a series of programs, public work projects, financial reforms, and regulations, collectively designed to promote economic recovery and social reform.
- Any other relevant response (1 x 2) (2)

2.1.2 *[Extraction of evidence from Source 2A – L1]*

- Recruiting by the government itself
- Treating the task as we would treat the emergency of a war, but at the same time, through this employment Accomplishing greatly needed projects to stimulate reorganize the use of our natural resources (3 x 1) (3)

2.1.3 *[Extraction of evidence from Source 2A – L1]*

- Engaging on a national scale in a redistribution
- Endeavour to provide a better use of the land for those best fitted for the land (2 x 1) (2)

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2.1.4 *[Interpretation of evidence from Source 2A – L2]*

- Roosevelt wanted to emphasize its urgency and scale of the task, suggesting that it requires the same level of national mobilization, courage, and collective effort as a wartime scenario.
- Roosevelt wanted the Americans to fully support the implementation of his reforms as this was a matter of life and death if not followed
- Any other relevant response. (1 x 2) (2)

2.1.5 *[Interpretation of evidence from Source 2A – L2]*

- This implies that Roosevelt believes previous efforts were inadequate or overly reliant on rhetoric and discussion rather than swift, decisive action.
- It is a call to move beyond debate and implement real solutions.
- Any other relevant response. (1 x 2) (2)

2.1.6 *[Interpretation of evidence from Source 2A – L2]*

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- Roosevelt's main concern about the "old order" was financial instability and recklessness.
- He was calling for an end to an irresponsible banking and investment practices that were key contributors to the problems and must be prevented from recurring. (1 x 2) (2)

2.2

2.2.1 *[Interpretation of evidence from Source 2B – L2]*

- Franklin D. Roosevelt (FDR) is portrayed as a country doctor administering remedies and they were different Acts (bottles) that represented the remedies.
- Uncle Sam is depicted as a sick patient in bed, representing the ailing American economy during the Great Depression.
- Congress is personified as a worried caretaker or old maid, concerned about the patient (Uncle Sam).
- Any other relevant response. (2 x 2) (4)

2.2.2 *[Interpretation of evidence from Source 2B – L2]*

- The statement acknowledges the experimental nature of the programs and suggests that if a particular policy did not work, the administration was willing to change course.
- This can be interpreted to reflect the uncertainty surrounding the effectiveness of these interventions.
- Any other relevant response, (1 x 2) (2)

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2.2.3 *[Interpretation of evidence from Source 2B – L2]*

- Berryman was optimistic about FDR's New Deal policies.
- He saw FDR as a determined leader committed to finding solutions for the nation's economic problems, despite the uncertainties.
- He depicts Uncle Sam as "in good spirits" after taking the remedies further suggesting a hopeful and cautious outlook.
- Any other relevant response. (1 x 2) (2)

2.3

2.3.1 *[Extraction of evidence from Source 2C – L1]*

- Encourage national industrial recovery,
- To foster fair competition
- To provide for the construction of certain useful public works, and for other purposes (3 x 1) (3)

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2.3.2 *[Interpretation of evidence from Source 2C – L2*

- The NIRA's philosophy was a mix of business regulation and government spending to stimulate the economy.
- The code provisions were a form of top-down economic planning, while the public works program was an example of direct government investment to create jobs and stimulate demand.
- It suggests a belief that direct government intervention was necessary to correct the failures of the market during the Depression.
- Any other relevant response. (1 x 2) (2)

2.3.3 *[Interpretation of evidence from Source 2C – L2*

- The code provisions were controversial because they fixed prices and wages, established production quotas, and limited entry for new companies into industrial alliances.
- This could be seen as undermining free market principles, potentially hurting smaller businesses, and creating an anti-competitive environment that benefited large corporations.
- Any other relevant response (1 x 2) (2)

2.3.4 *[Interpretation of evidence from Source 2C – L2*

- The "Blue Eagle" sign was a public-facing symbol that indicated a business was participating in the NRA's program.
- It was likely meant to encourage public support for compliant businesses and possibly pressure non-compliant businesses.
- It served as a visual representation of national unity and a way for the public to identify and support the recovery efforts
- Any other relevant response. (1 x 2) (2)

2.4

2.4.1 *[Extraction of evidence from Source 2D – L1]*

- President Franklin Roosevelt (1 x 1) (1)

2.4.2 *[Extraction of evidence from Source 2D – L1]*

- Limiting crop production
- Reducing stock numbers
- Refinancing mortgages with terms more favourable to struggling farmers.

(3 x 1) (3)

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2.4.3 *[Interpretation of evidence from Source 2D – L2]*

Useful:

- It explains that large agricultural surpluses during the 1920s had caused prices for farm products to drop steadily.
- It explains that the Great Depression then exacerbated this existing problem, leading to a complete collapse of the agricultural market.
- It indicates that the AAA was therefore a direct response to a long-standing issue of overproduction and low prices, which had already put many farmers in a precarious position before the Depression hit.
- Any other relevant response. (2 x 2) (4)

2.5 [*Comparison of evidence from Sources 2A and 2D to ascertain how they support each other – L3*]

- Source 2A states that the New Deal in agriculture intended to engage on a national scale in a redistribution, endeavor to provide a better use of the land for those best fitted for the land and Source 2D supports by saying among the AAA law's goals were limiting crop production, reducing stock numbers.
- Source 2A states that the task can be helped by definite efforts to raise the values of agricultural products and Source 2D says in an effort to increase prices, New Deal policymakers sought to reduce output by destroying surpluses and taking acreage out of production.
- Source 2A states that AAA aimed to solve the tragedy of the growing loss through foreclosure of our small homes and our farms and Source 2D supports by saying farmers were paid to destroy crops and livestock, which led to depressing scenes of fields ploughed under, corn burned as fuel and piglets slaughtered. (2x2) (4)

2.6 *[Interpretation, evaluation and synthesis of evidence from relevant sources – L3]*

Candidates could include the following aspects in their response:

- Roosevelt confesses that "our greatest primary task is to put people to work" (Source 2A)
- The task can be helped by definite efforts to raise the values of agricultural products and with this the power to purchase the output of our cities (Source 2A)
- It can be helped by preventing realistically the tragedy of the growing loss through foreclosure of our small homes and our farms (Source 2A)
- It can be helped by insistence that the Federal, State and local governments act forthwith on the demand that their cost be drastically reduced (Source 2A)
- It can be helped by the unifying of relief activities, which today are often scattered, uneconomical, and unequal. (Source 2A)

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- It can be helped by national planning for and supervision of all forms of transportation and of communications and other utilities which have a definitely public character (Source 2A)
- There must be a strict supervision of all banking and credits and investments (Source 2A)
- There must be an end to speculation with other people's money, and there must be provision for an adequate but sound currency (Source 2A)
- Roosevelt introduced different New Deal Acts to remedy the situation in America as seen from the different bottles representing different remedies for America (Source 2B)
- The National Industrial Recovery Act was a major initiative of the new Roosevelt Administration for coping with the Great Depression, designed to "encourage national industrial recovery, to foster fair competition, and to provide for the construction of certain useful public works, and for other purposes (Source 2C)
- The National Industrial Recovery Act was a two-pronged effort to stimulate economic recovery and ameliorate (improve) unemployment (Source 2C)
- The AAA's goals were limiting crop production, reducing stock numbers, and refinancing mortgages with terms more favourable to struggling farmers (Source 2D)
- In an effort to increase prices, New Deal policymakers sought to reduce output by destroying surpluses and taking acreage out of production (Source 2D)
- Any other relevant response

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Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner, e.g. **shows no or little understanding of why Franklin Delano Roosevelt introduced the New Deal in the United States of America in the 1930s.** Uses evidence partially or cannot write a paragraph.	**MARKS 0–2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent on the topic, e.g. **shows some understanding of why Franklin Delano Roosevelt introduced the New Deal in the United States of America in the 1930s.** Uses evidence in a very basic manner to write a paragraph.	**MARKS 3–5**
LEVEL 3	• Uses relevant evidence, e.g. **demonstrates a thorough understanding of why Franklin Delano Roosevelt introduced the New Deal in the United States of America in the 1930s.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6–8**

(8)
[50]

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QUESTION 3 – HOW DID HITLER MAINTAIN THE NAZI RACIAL IDEOLOGY IN GERMANY IN THE 1930s.

3.1

3.1.1 *[Extraction of evidence from Source 3A – L1]*

- Adolf Hitler (1 x 1) (1)

3.1.2 *[Interpretation of evidence from Source 3A – L2]*

- Hitler's view was that all groups, races, or peoples carried within them traits that were passed from one generation to the next.
- No individual could overcome the qualities of race
- Any other relevant response. (1 x 2) (2)

3.1.3 *[Definition of a historical concept from Source 3A – L1]*

- It is the idea that certain people become powerful in society because they are innately better.
- Social Darwinism suggests that conflicts between social groups result in the winning of those with greater influence and wealth.
- Any other relevant response. (1 x 2) (2)

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3.1.4 *[Extraction of evidence from Source 3A – L1]*

- Outward appearance
- Physical structure
- Mental life
- Intelligence
- Creativity
- Organizational ability
- Taste
- Appreciation of culture
- Physical strength
- Military prowess. (3 x 1) (3)

3.1.5 *[Interpretation of evidence from Source 3A – L2]*

- The Nazis misapplied Darwin's concept of "survival of the fittest" to human societies.
- Promoted racial purity.

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- Promoted violent conquest as natural and necessary, rather than recognizing evolution as a biological process without moral or political implications.
- Any relevant response (2 x 2) (4)

3.1.6 *[Interpretation of evidence from Source 3A – L2]*

- It reflected an expansionist agenda rooted in Lebensraum (living space), aiming to conquer territory for racial dominance and demographic growth, which fuelled aggressive militarism and colonial ambitions
- Any other relevant response. (1 x 2) (2)

3.2

3.2.1 *[Explanation of a historical concept from Source 3B – L1]*

- Antisemitism is a certain perception of Jews by the Germany people during the Nazi rule, which may be expressed as hatred toward Jews
- Any other relevant response. (1 x 2) (2)

3.2.2 *[Extraction of evidence from Source 3B – L1]*



- Schools
- At rallies
- On the radio
- In posters
- In films
- In newspapers (3 x 1) (3)

3.2.3 *[Interpretation of evidence from Source 3B – L2]*

- To normalize hatred
- Manipulate public opinion
- Create a unified enemy image that justified exclusion, persecution, and eventual genocide.
- Any other relevant response (1 x 2) (2)

3.2.4 *[Extraction of evidence from Source 3B – L1]*

- His frizzy hair
- His wolf lips

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- The colour of his eyeballs proves this as effectually as the insatiable sexual greed which hesitates at no crime and finds its supremist triumph in the brutal defilement of women of another race. (2 x 1) (2)

3.3 Refer to Source 3C

3.3.1 *[Interpretation of evidence from Source 3C – L2]*

- A person who is dehumanised by reducing a person to a set of measurable physical traits, the process that stripped individuals of their humanity and dignity
- Creating a "Threat" by measurements that were used to identify individuals deemed "non-Aryan," painting them as a threat to the "purity" of the German "master race."
- The visual documentation of these supposed physical differences reinforced the idea that these groups needed to be removed from German society
- Psychological intimidation for those being measured, the process was a deeply humiliating and intimidating experience.
- The public display of these "tests" also served to control and instil fear in the broader population.
- Any other relevant response. (1 x 2) (2)



3.3.2 *[Interpretation of evidence from Source 3C – L2]*

- It forces us to confront how identity can be manipulated and weaponized by state power.
- The idea that one's belonging could be determined by the shape of their nose undermines the complexity of human identity.
- It challenges us to defend inclusive definitions of identity rooted in culture, values, and shared humanity not physical traits.
- Any other relevant response (1 x 2) (2)

3.3.3 *[Interpretation of evidence from Source 3C – L2]*

- The man likely experienced humiliation, fear, and a loss of dignity.
- Being subjected to such invasive and degrading scrutiny would have underscored his vulnerability under a regime that viewed him as inferior.
- This reveals how racial laws were not just administrative but psychologically violent, instilling shame and anxiety in those targeted.
- Any other relevant response. (1 x 2) (2)

3.4 [*Comparison of evidence from Sources 3B and 3C to ascertain how they support each other – L3*]

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- Source 3B explains how the Jews were having frizzy hair, wolf lips and colour of the eyeballs that did not support a good character whereas Source 3C shows a person who is measured his nose to spite and show how the Jews did not have the good characteristics.
- The two source (both) are dehumanising the Jews as inferior and do not deserve to be citizens of the German Reich.
- Any other relevant answer. (2 x 2) (4)

3.5

3.5.1 *[Extraction of evidence from Source 3D – L1]*

- The bourgeois economic institution of capitalism
- The political institutions of liberalism, democracy, parliamentarianism
- Freedom of the press
- Internationalism (3 x 1) (3)

3.5.2 *[Determining usefulness of Source 3D – L3]*

- It highlights that Hitler saw the Jewish race as attempting to poison the Aryan blood (soul) by utilizing social methods, such as cultural and political means.
- It shows Hitler's belief that Jewish modern art was a deliberate contamination of Aryan consciousness reflects his racial ideology that culture is an expression of racial soul.
- It explains that Hitler saw Jews not just as political or economic threats, but as existential enemies corrupting the very essence of Aryan identity through aesthetics and emotion.
- Any other relevant response (2 x 2) (4)

3.5.3 *[Interpretation of evidence from Source 3D – L2]*

- Hitler saw Marxism as a rival worldview that contradicted his belief in racial determinism.
- Marxism emphasized economic structures as the basis of culture, whereas Hitler believed culture stemmed from racial soul.
- To him, Marxism undermined the racial purity and spiritual mission of the Aryan state, making it a direct ideological threat
- Any other relevant response. (1 x 2) (2)

3.6 *[Interpretation, evaluation and synthesis of evidence from relevant sources – L3]*

Candidates could include the following aspects in their response:

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- Adolf Hitler, the Führer (Leader) of the Nazi Party, formulated and articulated the ideas that came to be known as Nazi ideology (Source 3A)
- Hitler believed that a person's characteristics, attitudes, abilities, and behaviour were determined by his or her so-called racial make-up (Source 3A)
- In Hitler's view, all groups, races, or peoples (he used those terms interchangeably) carried within them traits that were passed from one generation to the next (Source 3A)
- In formulating their ideology of race, Hitler and the Nazis drew upon the ideas of the German social Darwinists of the late 19th century (Source 3A)
- Nazis believed that human beings could be classified collectively as “races,” with each race bearing distinctive characteristics that had been passed on genetically since the first appearance of humans in prehistoric times (Source 3A)
- The Nazis also adopted the social Darwinist take on Darwinian evolutionary theory regarding the “survival of the fittest.” (Source 3A)
- The Nazis said that Jews were inferior and undesirable. (Source 3B)
- Propaganda was used in schools and at rallies, on the radio, in posters, films and newspapers to increase Anti-Semitism and make people believe that 'The Jews are our misfortune.' (Source 3B)
- The Nazi created a simplistic, false impression of Jews (Source 3B)
- Scientific methods were used including measuring people’s nose during Aryan race determination tests under Nazi Germany's Nuremberg Laws was applied to determine whether a person was considered a “Jew”. (Source 3C)
- In Hitler's view, the state could not create a nation's culture. Since the nation was the outward manifestation of a race's (Volk's) inner nature of soul, the state then could only be the instrument by which a race could express its cultural energies (Source 3D)
- The state's primary function was to preserve and promote those Aryan culture-creating spiritual elements that existed in the blood of the Aryan race (Source 3D)
- Any other relevant response.

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Use the following rubric to allocate marks:

LEVEL 1	• Uses evidence in an elementary manner, e.g. **shows no or little understanding of how Hitler maintained the Nazi racial ideology in Germany in the 1930s.** • Uses evidence partially or cannot write a paragraph.	**MARKS 0–2**
LEVEL 2	• Evidence is mostly relevant and relates to a great extent on the topic, e.g. **shows some understanding of how Hitler maintained the Nazi racial ideology in Germany in the 1930s.** Uses evidence in a very basic manner to write a paragraph.	**MARKS 3–5**
LEVEL 3	• Uses relevant evidence, e.g. **demonstrates a thorough understanding of how Hitler maintained the Nazi racial ideology in Germany in the 1930s.** • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	**MARKS 6–8**

(8)
[50]



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SECTION B - ESSAYS

QUESTION 4 - COMMUNISM IN RUSSIA 1900-1940

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

SYNOPSIS

Candidates need to explain to what extent Lenin's New Economic Policy (NEP) represented a betrayal of the ideals of the 1917 October Revolution (Communist Revolution). Candidates need to support their line of argument with relevant historical evidence. If candidates disagree, they need to substantiate their line of argument with relevant historical evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should take a stance by indicating to what extent Lenin's New Economic Policy (NEP) represented a betrayal of the ideals of the 1917 October Revolution (Communist Revolution). Candidates need to give an outline of the content they would use to support their line of argument.

ELABORATION

Background: After the 1917 revolution, Lenin's Bolsheviks implemented "War Communism" (1918–1921), a series of radical, centralized policies to control the economy during the Civil War.

The shift: Following the economic and social collapse caused by War Communism, Lenin introduced the NEP in 1921.

War Communism—the ideological foundation

- Ideals of the revolution: The October Revolution was driven by Marxist ideals, promising to eliminate class exploitation and establish a workers' state.

War Communism's principles:

- Nationalization: Industries were nationalized, and private ownership was abolished.
- Centralized control: The state-controlled production and distribution.
- Forced requisitioning: Peasants were forced to surrender surplus grain to feed the Red Army and cities.
- Abolition of money: Money was devalued through hyperinflation and replaced with a barter system in many areas.
- These measures, while effective for winning the Civil War, were a direct and rapid attempt to implement Marxist principles, reflecting the initial, purist revolutionary vision.

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War Communism's devastating impact—the necessity for change

- Economic collapse: War Communism led to the near-total collapse of the Russian economy. Industrial output plummeted, and the agricultural sector was devastated.
- Famine and unrest: Forced grain requisitioning, combined with drought, triggered a catastrophic famine in 1921 that killed millions. This led to widespread peasant revolts, such as the Tambov Rebellion.
- Political crisis: The most serious threat was the Kronstadt rebellion in 1921, where sailors—once heroes of the revolution—mutinied against the Bolsheviks, demanding economic freedom and an end to one-party rule.
- The crisis proved that the ideals of War Communism were unsustainable in practice and that a complete economic collapse and further revolution were imminent.

The NEP—a temporary capitalist retreat

- Lenin's pragmatism: In response to the crisis, Lenin made a tactical shift, describing the NEP as "taking one step backward, to take two steps forward later".

Key NEP policies:

- End to requisitioning: The forced seizure of grain was replaced with a fixed tax in kind, allowing peasants to sell their surplus on the open market for profit.
- Private trade: Small-scale private businesses and trade were legalized. Private individuals could own and operate small factories and shops.
- Dual economy: The state-maintained control of the "commanding heights" of the economy, such as heavy industry, banking, and foreign trade.
- The NEP's allowance of private trade and profit-making was a clear departure from the strictly socialist ideals of the revolution.

The NEP—successes and new problems

- Economic recovery: The NEP was successful in reviving the Russian economy. Agricultural production rebounded quickly, and industrial output began to recover.
- Social change: Market-oriented policies led to the rise of the "NEPmen," a new class of private traders and entrepreneurs. In the countryside, some peasants, known as "Kulaks," became wealthier.
- Party division: Hardline communists criticized the NEP as a "betrayal" of revolutionary ideals and the re-emergence of capitalist exploitation.
- Increased inequality: The NEP led to growing economic disparities, which contradicted the egalitarian goals of the revolution and fueled discontent within the party.
- The NEP was undoubtedly a significant retreat from the radical, pure socialist policies of War Communism, which were inspired by the revolution's ideals.

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- While it involved elements that betrayed socialist principles, it was not a complete abandonment of the revolution's goals but rather a necessary and pragmatic response to a desperate situation. It saved the Soviet state from total economic collapse and preserved the Bolshevik's hold on power, which Lenin argued was essential for the eventual success of the socialist project.
- Any other relevant response.

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

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QUESTION 5 - CAPITALISM IN USA 1900-1940.

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

SYNOPSIS

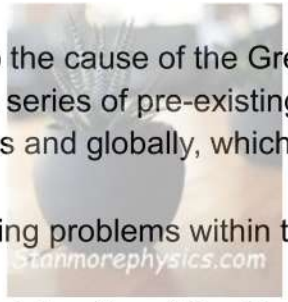
Candidates need to indicate whether they agree or disagree with the statement. Candidates need to explain whether the Wall Street Crash of 1929 contributed to the causes of the Great Depression and led to deeper economic problems in the United States of America. Candidates need to support their line of argument with relevant historical evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates need to take a stance by agreeing or disagreeing with the statement. Candidates need to give an outline of the content they would use to support their line of argument.

ELABORATION



- The Wall Street Crash of 1929 contributed to the cause of the Great Depression. It unleashed and exacerbated a series of pre-existing, deeper economic problems, both in the United States and globally, which ultimately led to the decade-long economic collapse.
- The crash was a severe symptom of underlying problems within the U.S. and global economy.
- Several factors contributed to the severity and duration of the Great Depression, including weak banking systems, overproduction, high tariffs, and mistakes by the Federal Reserve.
- The crash initiated a chain reaction of panic, bank failures, and loss of confidence that plunged the economy into a deeper crisis.
- The Wall Street Crash, often referred to as "Black Tuesday" (October 29, 1929), was a dramatic and abrupt conclusion to the economic challenges of the "Roaring Twenties".
- The popular narrative often links the crash directly to the start of the Great Depression, the crash was a critical tipping point, not the single cause.
- The crash contributed to deeper economic problems. The resulting economic damage was a consequence of pre-existing vulnerabilities that the crash exposed and intensified.

Why the Crash was a Trigger, and contributed to the Great Depression

- Asset speculation: The crash was immediately caused by years of over-speculation in the stock market. Many investors borrowed heavily ("buying on margin") to purchase stocks, driving prices to unsustainable levels. When

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prices began to drop, margin calls forced investors to sell, causing a panic-driven market freefall.
- Destruction of confidence: The crash shattered public confidence in the economy. This led to a sharp reduction in consumer spending and business investment, which drove down industrial production and accelerated the downturn.

Pre-existing and Contributing Factors

- Weak banking system: The U.S. banking system was fragile and lacked federal deposit insurance. Banks had invested heavily in the stock market and extended speculative loans. The crash led to widespread bank runs, and as banks failed, millions lost their life savings, triggering a severe credit contraction.
- Overproduction and underconsumption: The "Roaring Twenties" saw a huge increase in factory output, but the wealth was unevenly distributed. Wages did not keep up with production, so a significant portion of the population could not afford to buy the goods being produced. This created a surplus of goods, prompting businesses to cut production and lay off workers.
- High tariffs: The Smoot-Hawley Tariff Act of 1930 imposed steep tariffs on imports to protect American farmers and businesses. This provoked retaliatory tariffs from other countries, causing a collapse in international trade and worsening economic conditions globally.
- Federal Reserve mistakes: In the period leading up to the crash, the Fed failed to curb speculative lending. Then, as the crisis unfolded, it made a major error by tightening monetary policy and failing to inject liquidity into the banking system, which worsened the deflationary spiral and bank panics.
- Agricultural woes: The agricultural sector struggled throughout the 1920s with overproduction and falling crop prices, which put many farmers deep into debt long before the crash.
- The Wall Street Crash of 1929 was a pivotal event that triggered the Great Depression and contributed to its severity by destroying economic confidence and wiping out billions of dollars in wealth.
- It served to reveal and worsen fundamental structural weaknesses in the American and global economy, including a flawed banking system, severe wealth inequality, unsustainable debt, and misguided government policies. The combination of these factors is what created the decade-long economic collapse.
- Any other relevant response.

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

[50]

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QUESTION 6 - IDEAS OF RACE: CASE STUDY: AUSTRALIA & INDIGENOUS AUSTRALIANS.

SYNOPSIS

Candidates should critically discuss the motivations behind the Australian government's policies that led to the Stolen Generations and how they were driven by paternalistic ideas of "protection" and "civilisation" rather than the explicit goal of assimilation and cultural destruction? They should support their line of argument with relevant historical evidence.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should take a stance on the motivations behind the Australian government's policies that led to the Stolen Generations and how they were driven by paternalistic ideas of "protection" and "civilisation" rather than the explicit goal of assimilation and cultural destruction? They should provide an outline of content they would use to support their line of argument.

ELABORATION

- The motivations behind the Australian government's policies leading to the Stolen Generations were complex and often presented with seemingly kind, paternalistic rhetoric of "protection" and "civilisation".
- However, a critical discussion reveals that these stated intentions were intrinsically linked to and underpinned by the more profound and destructive goals of assimilation and cultural destruction.
- The "protection" framework enabled the state to assert total control over Aboriginal people's lives, specifically targeting "half-caste" children for removal.
- This policy aimed to "breed out" Aboriginality over time by forcibly assimilating children into white society.
- The kind disguise of "protection" and "civilisation" was a dishonest justification that covered the discriminatory and devastating real-world outcomes of the policies.
- The Stolen Generations refers to the thousands of Aboriginal and Torres Strait Islander children who were forcibly removed from their families by Australian government agencies and church missions between approximately 1910 and 1970.
- The guise of "protection" and "civilisation"
- Paternalistic attitudes: The policies were formulated on the racist and paternalistic belief that Aboriginal people were a "dying race" and incapable of properly raising their own children, particularly those of mixed descent.

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- Controlling the population: From the late 19th and early 20th centuries, "Aborigines Protection Boards" and government-appointed "Protectors" were established, granting them extensive legal power over the lives of Aboriginal people, including the power to remove children without parental consent.
- "Saving" the children: The stated motivation was to "rescue" children from what were considered the squalid conditions of Aboriginal camps and provide them with a "better" life and a "civilised" education.
- Targeting "half-castes": A specific focus was placed on removing children with lighter skin, as officials believed they would be more easily assimilated into white society and that Aboriginality could be "bred out".
- The inherent connection to assimilation and cultural destruction
- Deconstructing "protection": The policy of "protection" was not about safeguarding Aboriginal culture or family bonds. Instead, it was a legal framework designed to control and dismantle them.
- Institutionalisation and abuse: Removed children were placed in institutions, missions, and foster homes, where they were forbidden from speaking their language or connecting with their cultural heritage. Many suffered severe neglect and abuse.
- Forced cultural erasure: The "civilising" mission was fundamentally a process of cultural destruction. Children were indoctrinated with European values and trained for menial labour, with the explicit goal of severing them from their identity and community.
- Genocidal outcomes: The 1997 Bringing Them Home report concluded that these policies were genocidal, confirming that the stated motivations were inseparable from the destructive outcomes. The attempt to deliberately destroy the identity of a racial group is a defining feature of genocide.
- Any other relevant response

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

[50]

TOTAL: 150