INSTRUCTIONS AND INFORMATION

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

2. SECTION A consists of THREE source-based questions. Source material required to answer questions will 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 either be a source-based question or an essay question.

5. You will be disadvantaged by mere rewriting of the sources as answers.

6. Number the answers correctly according to the numbering system used in this question paper.

7. Write neatly and legibly.
SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: WHAT WERE THE RESULTS OF LENIN’S NEW ECONOMIC POLICY (NEP) IN THE SOVIET UNION DURING THE 1920s?

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

1.1 Study Source 1A.
   1.1.1 How, according to the source, did War Communism benefit the Communists? (1x2) (2)
   1.1.2 Use the information from the source and your own knowledge to explain the following historical terms:
      (a) Capitalism (2x2) (4)
      (b) War Communism (2x1) (2)
   1.1.3 What, according to the source, were the results of War Communism? (2x1) (2)

1.2 Refer to Source 1B.
   1.2.1 Why do you think Lenin abandoned the policy of War Communism? (1x2)(2)
   1.2.2 Quote evidence from the source that suggests that:
      (a) There was a return to capitalism (4x1) (4)
      (b) The farmers benefited
      (c) Nationalisation was still practiced
      (d) The NEP was a success

1.3 Using information from Sources 1A, 1B and your own knowledge, explain how War Communism differed from the New Economic Policy. (2x2) (4)

1.4 Use Source 1C.
   1.4.1 Why was there a decline in production levels between 1913 and 1921? (1x2) (2)
   1.4.2 Use your knowledge of the period; explain why the table does not reflect any production for cattle and pigs in 1921. (1x2) (2)
   1.4.3 Refer to the production figures for grain and coal in the source and explain the effects that the NEP had on the Russian economy between 1921 and 1926. (2X2) (4)
1.5 Read Source 1D.

1.5.1 What point is the American journalist making about the NEP? (1X2) (2)

1.5.2 Using the information from the source and your own knowledge, explain how the NEP affected the following:

(a) Communists
(b) Traders
(c) Workers (3x2) (6)

1.5.3 What evidence is there in the source which suggests that:

(a) War Communism was a failure
(b) The NEP was a success (2X1) (2)

1.6 Compare Sources 1C and 1D. Explain how the statistics in Source 1C supports the evidence in Source 1D regarding the NEP. (2X2) (4)

1.7 Refer to Sources 1B, 1C and 1D. Write a paragraph of about EIGHT lines (about 80 words) in which you explain the results of the NEP in the Soviet Union. (8)
QUESTION 2: HOW DID THE GREAT DEPRESSION IN THE USA BRING ABOUT THE CRISIS OF CAPITALISM?

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

2.1 Refer to Source 2A

2.1.1. Why did Roosevelt pledge himself to a New Deal for the American people? (2x2) (4)

2.1.2 Explain why you think Roosevelt’s speech captured the imagination of the American people. (2x2) (2)

2.1.3 On which aspects did Franklin D Roosevelt waged war? (2x2) (4)

2.2 Use Source 2B

2.2.1 What message does the cartoonist convey regarding the New Deal? (2x2) (4)

2.2.2 How would an ordinary American react to the cartoon about the New Deal? (3x1) (3)

2.2.3 How did the industrialists and business people react to the New Deal? (2x2)(4)

2.2.4 Using own knowledge; give Two aims of the New Deal? (2x2) (4)

2.2.5 Explain the limitations of this source to a historian studying the New Deal. (2x2) (4)

2.3 Study Source 2C

2.3.1 Define the following historical terms in your own words:
   (a) Depression (1x2) (2)
   (b) Hundred days (1x2) (2)

2.3.2 Quote evidence from the Source that suggests that farming was neglected. (2x2) (4)

2.3.3 In which year did the bank rescue the economic situation in America? (1x1)(1)

2.3.4 Quote evidence from the source that suggested that the Americans were confused during Hundred days period. (2x1) (2)
2.4 Study Source 2D

2.4.1 How much did the American government spend on public works during the period 1929 – 1938? (1x1) (1)

2.4.2 What do you notice about the annual amount spent on public works during the period 1929-1938? (1x2) (2)

2.4.3 According to the source mention one area where the amount of government expenditure of federal public work + aid to local unit was the highest. (1x1) (1)

2.5 Using the information in from sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining how the New Deal improved the economic life of the USA. (8)

QUESTION 3: WHY WAS THE TREATMENT OF JEWS IN NAZI GERMANY A GROSS VIOLATION OF HUMAN RIGHTS?

Study Sources 3A, 3B and 3C to answer the following questions:

3.1 Refer to Source 3A

3.1.1 When were the concentration camps established? (1x1) (1)

3.1.2 What was the purpose of establishing the camp? (1x2) (2)

3.1.3 Name any TWO different camps established. (2x1) (2)

3.1.4 What was significant about World War 1 in 1939? (1x2) (2)

3.1.5 Explain the following concept in your own words: “death camp” (1x2) (2)

3.2 Study Source 3B

3.2.1 Explain TWO reasons why Himmler issued a press announcement. (2x2) (4)

3.2.2 Why were the people not released from the concentration camps? (2x2) (4)
3.2.3 Use the source and your own knowledge to explain why the majority of the Germans did not oppose formation of concentration camps. (2x2) (4)

3.2.4 Mention TWO violations of human rights that are referred to in the source. (2x1) (2)

3.2.5 How does Source 3B complement/support Source 3A regarding the concentration camps? (2X2) (4)

3.3 Use Source 3C

3.3.1 Using the information in the source and your own knowledge explain the effect of the public punishment on the prisoners in the concentration camps? (2X2) (4)

3.3.2 According to the source, what took place at Plaszow concentration camp? (2X2) (4)

3.3.3 Using your own knowledge, explain how the guards were affected by the treatment of the prisoners. (2X2) (4)

3.3.4 Quote evidence from the source that suggests that prisoners were treated in (an inhuman) bad manner. (3X1) (3)

3.3.5 What does Source 3C tell you about Nazi policy? (1X2) (2)

3. Write a paragraph of about EIGHT lines (about 80 words) explaining why you regard the treatment of Jews by Nazi Germany as a gross violation of human rights. (8)
SECTION A: ESSAY QUESTIONS

QUESTION 4: COMMUNISM IN RUSSIA 1900 TO 1940

4.1 Stalin’s Five Year programme of economic development between 1928 and 1939 brought more relief than suffering to the people of Russia.

Do you agree with the statement? Evaluate Stalin’s policies from 1928 to 1939 in the light of the statement. [50]

QUESTION 5: CAPITALISM AND THE USA 1900 TO 1940

5.1 The Great Depression of 1929 showed that Republican capitalism in America had failed.

Assess the validity of this statement by examining the events leading up to the Great Depression and its consequences. [50]

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

6.1 Discuss the reason for the assimilation policy (integration) and its effect on “half caste” Australians during the 1930s. [50]

TOTAL: [150]
GRADE 11

HISTORY
ADDENDUM
JUNE EXAMINATION 2015

This addendum consists of 09 pages
SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: WHAT WERE THE RESULTS OF LENIN’S NEW ECONOMIC POLICY (NEP) IN THE SOVIET UNION DURING THE 1920s?

SOURCE 1A

This source focuses on the failure of the policy of War Communism.

While War Communism was clearly a drastic departure from capitalism and ensure that the Communists won the Civil War, it came at a terrible cost. By 1921 there was famine which ironically ended only when the United States - the largest capitalist state in the world - provided aid. It is estimated that 6.5 million Russians died of hunger and disease between 1918 and 1921. In these circumstances, discontent with communist rule was almost inevitable.

[From: A History of Russia and the Soviet Union by D Mackenzie and M Curran]

SOURCE 1B

This extract focuses on the reasons for Lenin’s New Economic Policy.

In March 1921 Lenin announced the end of War Communism and the inauguration of a New Economic Policy. The NEP was based on the following:

- Requisitions from peasants were ended and a fixed tax (grain) was substituted- which by 1924 had become a money tax. Once this tax was paid, the peasant was free to do what he liked with what remained. He could use it himself, sell it to the state or sell it on the open market which was now legal.
- Private enterprise was allowed in trade and small-scale industry.
- Compulsory labour ceased; labour armies were stopped; bonuses were introduced for extra work.
- The currency was back on a sound footing and regular system of taxation was introduced.
- Large-scale industry (coal, iron, steel, oil, electricity, railways) remained state-owned.

[Adapted from: Russia in Revolution by J Robertson]

SOURCE 1C

This source shows some of the production figures in Russia from 1913 to 1926.

<table>
<thead>
<tr>
<th></th>
<th>1913</th>
<th>1921</th>
<th>1922</th>
<th>1923</th>
<th>1925</th>
<th>1926</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grain (million tons)</td>
<td>80</td>
<td>37</td>
<td>50</td>
<td>57</td>
<td>73</td>
<td>77</td>
</tr>
<tr>
<td>Cattle (millions)</td>
<td>59</td>
<td>-</td>
<td>46</td>
<td>-</td>
<td>62</td>
<td>-</td>
</tr>
<tr>
<td>Pigs (millions)</td>
<td>20</td>
<td>-</td>
<td>12</td>
<td>-</td>
<td>62</td>
<td>-</td>
</tr>
<tr>
<td>Coal (million tons)</td>
<td>29</td>
<td>9</td>
<td>10</td>
<td>14</td>
<td>18</td>
<td>27</td>
</tr>
<tr>
<td>Steel (million tons)</td>
<td>4</td>
<td>0.2</td>
<td>0.7</td>
<td>0.7</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

(From: An Economic History of the USSR, 1917-1991 by A Nove)
SOURCE 1D

This extract focuses on the New Economic Policy and its successes.

Moscow had changed during my three weeks’ absence. Everywhere run-down and half-ruined buildings were redecorated and restored. Shops, cafes, and restaurants were being opened in all directions... The city was full of peasants selling fruit, vegetables and other produce...

To the Communist, NEP was not doubt offensive, but to the mass of the workers it brought jobs that would be paid in money instead of valueless paper or mouldy rations, and the certainty that with money they could buy the food and necessities of life...

To the traders, NEP meant opportunity and the dawn of better days. Until 9 August 1921 it was technically a crime to possess goods of value... and a crime to buy and sell anything. The NEP decree change all that...

At the top of my street, I saw a man selling flour, sugar and rice on a little table... At the end of a week he was selling fresh eggs and vegetables... By mid-November he had rented a tiny store... By the following May he had four salesmen in a fair-sized store, to which peasants brought fresh produce every morning.

After a year’s trading... he made $20 000 to $30 000 clear profit, but the point is that his business encourage many peasants to fatten chickens or little pigs or plant vegetables. The same thing was being done all over Russia and the effects were amazing. In a single year the supply of food and goods jumped from starvation point to something nearly adequate, and prices fell as a result.

[From: Russia and the USSR 1905-1941 by T Fiehn]

QUESTION 2: CAPITALISM IN THE USA 1900 TO 1940

SOURCE 2 A

A speech delivered by FD Roosevelt during his 1932 presidential campaign. Take from “Making History” by C Culpin.

I [ledge you, I pledge myself, to a New Deal for the American people. This is more than a political campaign; it is a call to arms. Give me your help, not to win votes alone, but to win in this crusade to restore America.

I am waging war against Destruction, Delay Deceit and Despair... with confidence we accept the promise of a New Deal. (Franklin D. Roosevelt)

Roosevelt’s phrase, a ‘New Deal’, caught the imagination of the American people. He won the election and was president until his death in 1945. The events of the New Deal were the most inspiring response to the 1930’s desperation made by any democratic country.
SOURCE 2 B
This cartoon which appeared in the Washington Evening Star (1938) reflects how ordinary American reacted enthusiastically to the New Deal Agencies such as the AAA, PWA and WPA. Taken from “Essential Modern World History” by S Waugh.
SOURCE 2C

An extract from an article by Raymond Moley taken from “Hard Times; An Oral History of the Depression”. This article discusses the effects of the legislation passed during Roosevelt’s first Hundred Days in office as President.

During the whole 1933 “Hundred Days' Congress, people didn't know what was going on, the public couldn’t understand these things that were being passed so fast. They knew something was happening, something for good for them. They began working and hoping again.

The bank rescue of 1933 was probably the turning point of the depression. When people were able to survive the shock of having all banks closed, and then see the banks open up, with their money protected, there began to be confidence... it marked the revival of hope.

The first New Deal was a radical departure from life it put more power into the hand of the central government. At the time, it was necessary, especially in the form of our economy. Left to itself, farming areas were in a state of anarchy. We merely needed to get the farms prospering again and create a market for the industrial products in the cities.
SOURCE 2D

This table shows the amount of government expenditure Taken from “Fiscal Policy and Business Cycles”, by A Hansen.

<table>
<thead>
<tr>
<th>Year</th>
<th>Federal public works&amp; aid to local units</th>
<th>State and local public works</th>
<th>Total government public works</th>
</tr>
</thead>
<tbody>
<tr>
<td>1929</td>
<td>357</td>
<td>2,952</td>
<td>3,309</td>
</tr>
<tr>
<td>1930</td>
<td>445</td>
<td>3,288</td>
<td>3,733</td>
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<tr>
<td>1931</td>
<td>540</td>
<td>2,884</td>
<td>3,424</td>
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<tr>
<td>1932</td>
<td>590</td>
<td>1,949</td>
<td>2,539</td>
</tr>
<tr>
<td>1933</td>
<td>785</td>
<td>1,133</td>
<td>1,918</td>
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<tr>
<td>1934</td>
<td>1,266</td>
<td>1,208</td>
<td>2,474</td>
</tr>
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<td>1935</td>
<td>1,433</td>
<td>1,125</td>
<td>2,548</td>
</tr>
<tr>
<td>1936</td>
<td>2,180</td>
<td>1,316</td>
<td>3,496</td>
</tr>
<tr>
<td>1937</td>
<td>1,938</td>
<td>1,391</td>
<td>3,329</td>
</tr>
<tr>
<td>1938</td>
<td>2,099</td>
<td>1,512</td>
<td>3,711</td>
</tr>
</tbody>
</table>

QUESTION 3: HOW DID RACISM INFLUENCE HITLER TO VIOLATE THE HUMAN RIGHTS OF THE JEWS?

Source 3 A

This article is about concentration camps as an essential part of Nazi rule.

The Nazi regime created a vast network of concentration camps. The first camps were established in 1933. These were designed to silence and terrorise opponents of the regime.

Once World War began in 1939, slave labour camps became an indispensable part of the war economy. Eventually thousands of camps serving different purposes were scattered throughout German-occupied Europe. There were prisoners of war camps, transit camps, and ultimately six ‘death camps’ or killing centres.

Source: THE HOLOCAUST: Lessons for humanity.
SOURCE 3 B

A report from a German newspaper, March 21, 1933 on a concentration camp near Dachau

The Munich Chief of Police, Himmler, has issued the following press announcement:

On Wednesday the first concentration camp is to be opened near Dachau with accommodation for 5000 persons. All communists … Social Democrats [ and anyone] who endangers state security are to be concentrated here…

The people cannot be released because attempts have shown that they persist in their efforts to agitate and organize as soon as they are released. We have taken these measures without regard to any regard to any petty considerations and are convinced they will have a calming effect upon the nations in whose interest we have acted …

Himmler further assured that protective custody is only to be enforced as long as necessary … [ He said ] the widespread rumours regarding the treatment of prisoners are shown to be inaccurate …

Source: THE HOLOCAUST: Lessons for humanity.
SOURCE 3 C

Testimony from Bertha Ferderber-Salz, an inmate at the Plaszow concentration camp

At four in the morning we were awakened by the siren summoning us for the roll-call. We stood in line for many hours while we were counted and divided into work groups. Only at seven would we go out through the camp gates.

Anyone who could not keep up could expect a bullet in his head from the guns of the Ukrainian guards, who marched at either side.

Flogging as a punishment for ‘crimes’ was done publicly and ceremoniously. The camp guards loved setting their Alsatian dogs on the prisoners. Another form of amusement for them was lifting up one of the prisoners with a crane together rubble and burying him alive in the hole that had been dug. In addition to all these forms of torture, we were cut off completely from the outside world.

The most dreadful and difficult punishment was to be sent to work in the quarries. People, regardless of how wasted they had become, were ordered to split stones with special picks or heavy hammers, or to carry – for long distances - very large and heavy rocks, even if transporting the rocks was simply to keep the workers busy.

Source: THE HOLOCAUST; Lessons for humanity.
ACKNOWLEDGEMENTS

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

Stephenson CA. (ed) 2011: New Generation History
NATIONAL SENIOR CERTIFICATE EXAMINATION

HISTORY

JUNE EXAMINATION 2015

GRADE 11

MEMORANDUM

MARKS: 150

This memorandum consists of 17 pages.
1. SOURCE BASED QUESTIONS

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

<table>
<thead>
<tr>
<th>COGNITIVE LEVELS</th>
<th>HISTORICAL SKILLS</th>
<th>WEIGHTING OF QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVEL 1</td>
<td>• Extract evidence from sources</td>
<td>30% (15 marks)</td>
</tr>
<tr>
<td></td>
<td>• Selection and organization of relevant information from sources.</td>
<td></td>
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<tr>
<td></td>
<td>• Define historical concepts/terms</td>
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<tr>
<td>LEVEL 2</td>
<td>• Interpretation of evidence from sources</td>
<td>40% (20 marks)</td>
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<tr>
<td></td>
<td>• Explain information gathered from sources</td>
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<td>• Analyse evidence from sources</td>
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<tr>
<td>LEVEL 3</td>
<td>• Interpret and evaluate evidence from sources</td>
<td>30% (15 marks)</td>
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<td></td>
<td>• Engage with sources to determine its usefulness, reliability, bias and limitations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions</td>
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</tbody>
</table>

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.
2. ESSAY QUESTIONS

2.1 The assay questions require candidates to:

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

2.2. Marking of essay questions

- Markers must be aware that the content of the answer will be guided by the textbooks in use at the particular centre.

- Candidates may have any other relevant introduction and/or conclusion than those included in a specific essay marking guideline for a specific essay.

- When assessing open-ended source based questions, learners should be credited for any other relevant answers.
2.3 Global assessment of essays

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

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

2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing essays.

2.4.2 During the first reading of the essays ticks need to be awarded for a relevant introduction (indicated by a bullet in marking guideline/memorandum) and a relevant conclusion (indicated by a bullet in marking guideline/memorandum) e.g. in an answer where there are 5 main points there will be 7 ticks.

2.4.3 The following additional symbols can also be used:

- Introduction, main aspects and conclusion not properly contextualized  
- Wrong statement
- Irrelevant statement
- Repetition
- Analysis
- Interpretation

2.5 The matrix

2.5.1 Use of matrix in the marking of essays

In the marking of essays the essays the given criteria shown in the matrix should be used. In assessing the essays note should be taken of 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 determine the **content level** (on the matrix).

<table>
<thead>
<tr>
<th></th>
<th>LEVEL 4</th>
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c |          |

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

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<td>P</td>
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(c) Allocate an overall mark with the use of the matrix.

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<tr>
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<tr>
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<td>P</td>
<td>LEVEL 3</td>
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<tr>
<td><strong>Presentation</strong></td>
<td><strong>Content</strong></td>
<td><strong>Presentation</strong></td>
</tr>
<tr>
<td>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 sustained and defended the argument throughout. Independent conclusion is drawn from evidence to support the line of argument.</td>
<td>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 sustained and defended the argument throughout. Independent conclusion is drawn from evidence to support the line of argument.</td>
<td>Well planned and constructed essay. Evidence used to defend the argument. Attempts to draw an independent conclusion from the evidence to support the line of argument.</td>
</tr>
<tr>
<td><strong>Level 7</strong></td>
<td><strong>47-50</strong></td>
<td><strong>43-46</strong></td>
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</table>
SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: WHAT WERE THE RESULTS OF LENIN’ (NEP) ECONOMIC POLICY ON SOVIET UNION DURING THE 1920s?

1.1
1.1.1 [Extract relevant information from Source 1A- L1]
- It ensured the Communists won the Civil War
(1x2) (2)

1.1.2 [Explain historical terms from Source 1A- L1]
(a) War Communism
- Policy where the government took control of the economy and used nationalisation and central planning
(1x2) (2)

(b) Capitalism
- Economic system in which the means of production are privately owned and operated for profit.
(1x2) (2)

1.1.3 [Extract relevant information from Source 1A- L1]
- 7.5 million Russians died of hunger and disease
- Discontent with Communist rule
- Famine
- USA had to come to Russia’s rescue/aid
- The communists won the Civil War
(any 2x1) (2)

1.2
1.2.1 [Interpretation of evidence from Source 1B- L2]
- It was a failure
- Destroyed the Russian economy
- Industrial production had dropped
- Led to workers opposition
- 7.5 million died
- Led to Kronstadt mutiny
- Any other relevant response
(any 1x2) (2)

1.2.2 [Extract relevant information from Source 1B-L1]
(a) Private enterprise was allowed
(b) Farmers could sell their produce to the state or sell it on the open market
(c) Large scale industry remained state owned
(d) Currency was back on a sound footing
(4x1) (4)
1.3 [Compare and contrast interpretations and perspective presented in Sources 1A and 1B to a conclusion- L3]

- War Communism: State controlled economy; NEP: mixed economy/ elements of capitalism re-introduced.
- War Communism: All land and industry was nationalised; NEP: Some private ownership of small business allowed.
- War Communism: an economic failure+ lost of support of peasants; NEP: economic success, won back support of many in Soviet Russia
- Any other relevant comparison (3x2) (6)

1.4

1.4.1 [Interpretation of information from Source 1C-2]

- War Communism was a failure
- Dislocation of communities/refugees/ men at war due to WW1(1914-1918)+ peasants refuse to plant crops due to requisitioning. (1x2) (2)

1.4.2 [Interpretation of information from Source 1C-L2]

- Farmers were against the policy of War Communism
- Slaughtered their cattle and pigs
- Any other relevant response (1x2) (2)

1.4.3 [Interpretation of information from Source 1C-L2]

- Coal production increased from 0.2-3 million tonnes
- Grain production increased from 37-77 million tonnes
- Russian economy grew
- Increase in production
- Was able to export hence more money came into the country
- Any other relevant response (2x2) (4)

1.5

1.5.1 [Interpretation of information from Source 1D-L2]

- It was a success (1x2) (2)

1.5.2 [Interpretation of information from Source 1D-L2]

(a) Communist
- Were offended/disappointed by the policy/ opposed it on an ideological basis(went against pure communist)

(b) Traders
- They grew prosperous/ took advantage of new opportunities

(c) Workers
- Some flourished; made profit, benefited from new jobs and more plentiful supply of food and goods. (3x2) (6)

1.5.3 [Extract relevant information from Source 1D-L1]

(a) Everywhere run down and half ruined buildings
- Buildings were redecorated and restored
- Shops, cafe and restaurants were being opened in all directions
1.6 [Compare and contrast interpretations and perspective presented in Sources 1C and 1D to a conclusion- L3]
- In Source 1C the production levels from 1921 (NEP) shows increase and hence success.
- In Source 1D the journalist focuses on the success of the NEP.

1.7 [Interpret and evaluate information from relevant Sources-L3]
Learners may use the following points to answer the question.
- Source 1A focuses on the failures and effects of War Communism on Russia
- Source 1B focuses on the reasons why Lenin introduced the NEP. Also highlights what the NEP entailed
- Source 1C depicts the production figure in coal, cattle, pigs, grain, steel between 1913 to 1929
- Source 1D highlights the successes of the NEP
- Any other relevant response

Use the following rubric to allocate marks

<table>
<thead>
<tr>
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QUESTION 2 : HOW DID THE GREAT DEPRESSION IN USA BRING ABOUT THE CRISIS TO CAPITALISM?

Study Sources 2A, 2B, 2C and 2D to answer the question which follow.

2.1 [Extraction of information from the Source 2A L-1]

2.1.1
- To win the support of the American people.
- To win the elections
- To give hope to the American
- Any other relevant response

2.1.2 [Interpretation of evidence from the Source L-2]
- It promised the American people an end to the economic crisis.
- He promised a better to the Americans
- Any other relevant answer

2.1.3 [Extraction of information from Source 2A L-2]
- Delay
- Deciet
- Despair
- Destruction

2.2

2.2.1[Interpretation of the visual Source 2B L2]
- Support
- Positive
- Excitement

2.2.1 [Interpretation of information of evidence from Source 2B L-1]
- Excitement
- Joyvial
- Enthusiatstic
- Any other relevant answer

2.2.3 [Interpretation and evaluation of information from Source L-2]
- Big Business people(Industrialists) saw it as a creeping Socialism
- They challenged some Acts e.g. NIRA
2.2.4 [Interpretation and own knowledge]
   - Relief
   - Recovery
   - Reform

2.2.5 [Interpretation of the source L-3]
   - The source gives one perspective
   - Not all agencies are mentioned

2.3 Refer to Source 2C.

2.3.1 [Explanation of historical terms L-2]
   (a) Depression is the period of economic stagnation or economic meltdown
   (b) Hundred days was the set aside to allow economic experts to develop a plan for the economic recovery.

2.3.2 [Interpretation of the information from Source 2C L-2]
   - It restored confidence in the banking system through Emergency Banking Act.
   - It marked the revival of hope
   - Their money protected
   - People were encouraged to invest their money in the bank rather than under the Mattress

2.3.2 [Extraction of evidence from Source 2C L1]
   - Farming was in the state of anarchy

2.3.3 [Extraction of information from the Source 2C L-1]
   - 1933

2.3.4 [Extraction of information from the Source 2C L-2]
   - People did know what was going on
   - The public could not understand these things that were been passed so fast.

2.4 [Extraction of information from the Source 2D L-1]

2.4.1 $3,711

2.4.2 There was an increase in expenditure for the public works.

2.4.3 [Extraction of information from the Source 2D L-1]
   - 2,180
2.6 Use the sources and your own knowledge to write a paragraph of about Eight lines (80) to explain how the abandonment of the Laissez-faire put more power into the hands of the central government.

- Tax from capitalists and hope were restored.
- The CCC, WRA, and WPA provided jobs for the unemployed.
- Social security was introduced.
- The Banking sector regulated through legislation.
- Farming and industry were restructured.
- New Deal was an inspiring response to the depressed and saved capitalism and democracy in the USA.
- Any other relevant response.

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QUESTION 3

3.1.1 [Extraction of evidence from Source 3A – Level 1]

- 1933

3.1.2 [Extraction of evidence from Source 3a – Level 1]
To silence and terrortise opponents of the regime

3.1.3 [Extraction of evidence from Source 3A – Level 1]
- Prisoners of war camps
- Transit camps
- Death camps

3.1.4 [Extraction of evidence from Source 3A – Level 1]
Slave labour became an indispensable part of war economy.

3.1.5 [Interpretation of evidence from Source 3A – Level 2]
A secure prison where Jews were exterminated

3.2

3.2.1 [Interpretation of evidence from Source 3B – Level 2]
- Propaganda campaign to justify the establishment of concentration camps
- To clamp down on Nazi opposition
- To create an impression that concentration camps were normal prisons
- Camps were used as protective camps
- To allay fears of human rights violation outcry by the countries outside Germany
- Any other relevant answer

3.2.2 [Analysis of evidence from Source 3B – Level 2]
The human rights violation in the camps would be revealed/made public
Any other relevant response.

3.2.3 [Evaluation of evidence to reach a conclusion from Source 3B – Level 3]
- They believed the propaganda about the camps
- They believed they were protected against undesirable people
- It becomes difficult to oppose if the consequences are dire/become dangerous.

3.2.4 [Interpretation of evidence from Source 3B – Level 3]
- Democracy needs a healthy debate of government laws/policies
- The rights of the minority and vulnerable people are jeopardized

3.2.5 [Comparison of Source 3B and 3A – Level 3]
- Both Sources use propaganda
- Both Sources justify creation of concentration camps
- Both Sources justify violation of human rights of the Jews
- Any other relevant response
3.3
3.3.1 [Interpretation of evidence from Source 3C – Level 2]
- Trauma
- Terror
- Fear
- Helplessness
- Any other relevant answer (4X1) (4)

3.3.2 [Extraction and interpretation of evidence from Source 3C – Level 1]
- Jews were awakened from roll call
- Counted and divided into groups
- Failure to comply resulted in death by shooting
- Flogging was publicly administered
- Setting dogs on Jews
- Any other relevant response (5X1) (5)

3.3.3 [Analysis and interpretation of evidence from Source 3C – Level 3]
- Desensitized to suffering
- They became dehumanized
- They became brutal (3X1) (3)

3.3.4 [Analysis and interpretation of evidence from Source 3C – Level 3]
- Treated with dignity and respect
- Human rights of individuals to be respected (2X1) (2)

3.3.5 [Interpretation of evidence from Source 3C – Level 2]
- Nazi Germany had begun to implement the solution to its ‘Jewish problem’
- Inhuman treatment of the Jews were practiced
- Any other relevant answer (1X2) (2)

3.4 [Interpretation, analysis and synthesis of evidence from all Sources – Level 3]
- Jews were blamed for German economic conditions
- Jews were used as scapegoats for German problems
- In his purification policy, the Jews did not feature
- Persecution of Jews
- Ill-treatment of Jews
- Starvation
- Gas chambers
- Hanging
- Exclusion from society and business
- Subjected to racial laws
- Use of propaganda
Use the Rubric below to allocate marks

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SECTION B: ESSAY QUESTIONS

QUESTION 4
Stalin’s Five Year programme of economic development between 1928 and 1939 brought more relief than suffering to the people of Russia.

SYNOPSIS
The answer should indicate whether the learner agrees or disagrees with the statement. In answering this question, the learner is expected to show to what extent the policy brought more relief than suffering or brought more suffering than relief. The answer needs to be substantiated by the use of relevant evidence to show how the economy (industrial and agricultural) was transformed and brought relief and/or suffering.

MAIN ASPECTS
- Introduction: Learner needs to take a stand indicating to what extent the policy brought more relief than suffering or more suffering than relief.

ELABORATION
Learners should use the following point to illustrate the extent to which economic policy brought more relief than suffering or more suffering than relief.
- Industrial transformation as a result of the Five Year Plans (new industries; infrastructure; use of slave/force labour; surveillance; threat and punishment)
Agricultural transformation as a result of the Five Year Plans (collectivization; state farms; resistance of Kulaks; use of state force to destroy them; fear of gulag; famine; machanisation; increased production)

Conclusion: Learners should draw the line of argument together and present concluding remarks on whether the policy brought relief than suffering or more suffering than relief.

QUESTION 5:
The Great Depression of 1929 showed that Republican capitalism in America had failed.

SYNOPSIS
Learners must either agree or disagree with the statement. The line argument taken should be that, although the Wall Street crash was the main immediate cause of the depression, there were other causes i.e. that Republican capitalism in America had failed.

MAIN ASPECTS
- Introduction-Learners must state whether they agree or disagree with the statement. They could give an overview of the situation during the 1920s in America.

ELABORATION
- Over-speculation on stock market
  E.g. dramatic rise in share price during 1920s, millions of people wanting to own shares had increased, ‘buying on the margin’ allowed those with very little money to buy shares, value of shares pushed to unrealistic levels).
- Overproduction
  E.g. due to mass production techniques, ceiling reached on domestic consumption but production remained high, led to false impression of productivity).
- Uneven distribution of wealth
  E.g. few American benefited during the 1920s (especially agriculture, old industries; there was a limit to the consumer driven boom (i.e. the wealthy could afford a new car, radio, fridge etc., the domestic market could not keep pace with production).
- Republican policies
  E.g. All of the above problems were exacerbated by the Republican’s Laissez-faire economic policies
- Tariff Policy- Europe applied their own tariffs in response to UAS’S protective tariffs.
- Business could not export surplus goods when domestic market became saturated.
- Business and banks were not regulated allowing for unsound and corrupt business practices.
- Conclusion: Learners must draw the lines of the argument together.
QUESTION 6:
IDEAS OF RACE IN THE LATE 19TH AND 20TH CENTURIES

Discuss the reasons for the policy of assimilation (integration) and its effect on 'half caste' Australians during the 1930s.

Candidates should discuss the reasons and consequences of Australia’s assimilation Policy of ‘half castes’ during the 1930s.

MAIN ASPECTS
Introduction: candidates need to indicate the reasons and consequences of Australian assimilation Policy and any other relevant introduction.

ELABORATION

REASONS FOR THE ASSIMILATION POLICY
- White Australians accepted the concept of ‘survival of the fittest’
- The concept of ‘white supremacy’ led to the oppression of Aborigines
- The impact of Royal commission (1904) investigating the’ Aboriginal problem’
- Attempts were made to keep Australia racially pure
- The impact of Neville’s ‘assimilation’ policy (1915)
- Solution to the Aboriginal problem resulted in ‘half castes’ placed in foster care and missions.
- This policy was aimed at integration of ‘half castes’ into white society: Officials wanted ‘Half castes’ to lose all contact with Aboriginal culture and turn their back on their ‘savage ways’.
- The aims were that the ‘superior’ race would dominate the’ inferior race’.
- This policy wanted to ‘breed out’ Aboriginal blood.
- ‘Half castes’ were only allowed to marry and have children from whites.
- Any other relevant response

THE CONSEQUENCES
- It is estimated that between 50 000 to 100 000 were removed from their families.
- These children are referred to as ‘Stolen Generation’.
- These children were unhappy/ did not settle with ‘new families’.
- Aborigines beliefs and feelings were not considered.
- Their human rights were violated.
- This had a negative and psychological impact on families.
- Children were punished if caught speaking indigenous languages.
- Children’s names were changed.
- Boys were trained as labourers and girls as domestics.
- They were often not properly clothed, fed and sheltered.
- Eugenics and selective breeding was practiced at great suffering and pain.
- Any other relevant answer.

CONCLUSION
Candidates should tie up their argument with a relevant conclusion

TOTAL: [150]