



## **Education and Sport Development**

Department of Education and Sport Development  
Departement van Onderwys en Sportontwikkeling  
Lefapha la Thuto le Tlhabololo ya Metshameko

**NORTH WEST PROVINCE**

### **NATIONAL SENIOR CERTIFICATE**

**GRADE 11**

**HISTORY P1  
MEMORANDUM  
JUNE 2018**

**MARKS: 150**

**This memorandum consists of 19 pages.**



**1. SOURCE-BASED QUESTIONS****1.1 The following cognitive levels were used to develop source-based questions:**

<b>Cognitive Levels</b>	<b>Historical skills</b>	<b>Weighting of questions</b>
<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Extract evidence from sources</li> <li>• Selection and organisation of relevant information from sources</li> <li>• Define historical concepts/terms</li> </ul>	<b>40% (20)</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Interpretation of evidence from sources</li> <li>• Explain information gathered from sources</li> <li>• Analyse evidence from sources</li> </ul>	<b>30% (20)</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Interpret and evaluate evidence from sources</li> <li>• Engage with sources to determine its usefulness, reliability, bias and limitations</li> <li>• Compare and contrast interpretations and perspectives presented in sources and draw independent conclusions</li> </ul>	<b>30% (15)</b>

**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.

**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.

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✓✓✓✓

Level 2



Used mostly relevant evidence to write a basic paragraph

- Count all the ticks for the source-based question and then write the mark on the right hand bottom margin e.g. 
- Ensure that the total mark is transferred accurately to the front/back cover of the answer script.

## 2. ESSAY QUESTIONS

### 2.1 The essay questions require candidates to:

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

### 2.2 Marking of essay questions

- Markers must be aware that the content of the answer will be guided by the textbooks in use at the particular centre.
- Candidates may have any other relevant introduction and/or conclusion than those included in a specific essay marking guideline for a specific essay.
- When assessing open-ended source-based questions, learners should be credited for any other relevant answers.

### 2.3 Global assessment of the essay

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

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

### 2.4 Assessment procedures of the essay

2.4.1 Keep the synopsis in mind when assessing the essay.

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



2.4.3 The following additional symbols can also be used:

- Introduction, main aspects and conclusion not properly contextualised

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- Wrong statement

\_\_\_\_\_

- Irrelevant statement

|  
|  
|

- Repetition

R

- Analysis

A√

- Interpretation

1√

2.5 The matrix

2.5.1 Use of the matrix in the marking of essays

In the marking of essays, the criteria as provided in the matrix should be used. When assessing the essay note both the content and presentation. At the point of intersection of the content and presentation based on the seven competency levels, a mark should be awarded.

- (a) The first reading of essays will be to determine to what extent the main aspects have been covered and to allocate the **content level** (on the matrix).

C	LEVEL 4	

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

C	LEVEL 4	
P	LEVEL 3	

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

C	LEVEL 4	}26-27
P	LEVEL 3	



**MARKING MATRIX FOR ESSAY: TOTAL: 50**

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



**QUESTION 1: HOW DID LENIN APPLIED MARXISM IN THE UNION OF SOVIET SOCIALIST REPUBLICS (USSR), FROM 1918 TO 1924?**

1.1

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

- Building a socialist society
- Nationalized agriculture
- Abolished private ownership of land

(3x1) (3)

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

- Metallurgic
- Paper
- Private trade
- Banking

(any 3x1) (3)

1.1.3 *[Explanation of historical term in Sources 1A – L2]*

- The policy /strategy that allowed the means of production to be owned by the nation, controlled by the state and to end private ownership
- Any other relevant response

(1x2) (2)

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

- Peasants were free to work the land
- Peasants were no longer owned by the landlords
- They were offered universal and free education
- Workers were allowed to work 48 hours per week
- Workers were involved in the decision making through their workers' committees
- Both were no longer paying tax, as it was abolished
- Any other relevant response

(1x2) (2)

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

- The church was no longer recognized as a legal person
- The church could own no property
- The church was separated from the state
- The teaching of religious doctrine in schools was prohibited)
- Abolished private ownership of all land (against capitalism which promoted private ownership)
- Private trade and banks were also nationalized (against capitalism) (4x1) (4)

1.2

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

- The suppression of capitalism

(1x1) (1)

1.2.2 *[Explanation of historical term evidence from Source 1B – L2]*

- It the purest form of Communism introduced to help the new Communist government to fight the civil war, feed the Red army and the industrial workers through forcibly food requisition and nationalisation of the economic sectors
- Any other relevant response

(1x2) (2)



1.2.3 *[Explanation of evidence from Source 1B – L2]*

- To implement Communist reforms that they have promised their supporters
- To help the Communist government to fight and win the civil war
- To feed the Red Army
- To distribute food to the workers who were expected to produce the war machinery
- To stop the depopulation of the cities which was caused by food shortages
- Any other relevant response (2x2) (4)

1.2.4 *[Interpretation of evidence from Source 1B to determine its usefulness– L3]***The source is useful because:**

- It provides information about the factors that influenced Lenin to introduce War Communism
- It provides different historian interpretation of the reasons for the War Communism
- It highlights some characteristics of War Communism-food requisition, nationalization
- It provides evidence of Lenin's leadership style of pragmatism
- It provides information about Lenin's confession about the weaknesses of War Communism
- Any other relevant response (any 2x2) (4)

## 1.3

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

- Thousands of peasants were rebelling against the seizing of their grain by the government.
- Workers in many cities were engaging in strike activity
- Massive flight of the population (workers) to the countryside (any 2x1) (2)

1.3.2 *[Explanation of evidence from Source 1C – L1]*

- War Communism implementation was very unpopular even the Kronstadt sailor who had been strong supporters of the revolution staged an open rebellion against Lenin's War Communism.
- The Kronstadt sailor's rebellion had the potential of undermining the Red Army's war efforts and lead to the end of Lenin's communist government
- It forced Lenin to suppress the rebellion and kill thousands of his loyal supporters
- It forced Lenin to abandoned War Communism and introduce his New Economic Policy (NEP)
- Any other relevant response (any 1x2) (2)

1.4 *[Analysis and comparison of evidence from Sources 1B and 1D – L3]*

- The photo support the idea of famine mentioned in Source 1B as it depicts a starving Russian peasant family.
- The photo shows a peasant family which is unable to cultivate thus reducing grain ' as mentioned in Source 1B
- Any other relevant response (2x2) (2)

## 1.5

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

- Grain tax
- Peasant could sell surplus grain on open market
- Peasant were allowed to make and keep profit from the sale of their grain
- Land tenure restored and peasants were free to lease their land



- Peasants were allowed to use hired labour to cultivate their land
- Enterprises employing 10 to 20 workers were returned to private ownership
- Private trade became legal again
- Money was restored as a medium of exchange
- Russia returned to a free labour market with a wage economy (any 4x1) (4)

1.5.2 *[Interpretation of evidence from Source 1E – L2]*

- There was discontent from the masses
- Sailors/marine at Kronstadt naval based, who had supported the revolution, were revolting and mutinied against the Bolsheviks
- Workers were striking against the Bolsheviks
- Millions of peasants and their children were dying due to famine
- The civil war had been won, the Bolsheviks had restored their rule
- Any other relevant response (any 2x2) (4)

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

- The NEP was a temporal emergency measure that returned capitalist programmes (one step backwards), in order to save the Communist rule in USSR. But later it would be abandoned and pure communism would be reintroduced. Stalin through his 5 year plan was able to make the Soviet Union the powerful communist state (made 2 steps forward)
- Any other relevant response (1x2) (2)

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

**Candidates could include the following aspects in their response:**

- Lenin and his communist government initiated many reforms.
- They took land from the Tsar, the church, nobles and other landowners
- Redistributed it among the peasants, in order to reform the agricultural sector and reward peasants for their loyalty, during the revolution.
- Labour conditions were improved with the working hours limited to a maximum of 8 hours a day and 40 hours a week
- Under the new rule factories were placed under the control of elected
- established measures to restrict political opposition. All newspapers that were not state controlled were banned to minimise criticism of government policies
- Any other relevant responses
- Introduction of War communism
- Famine
- Strike by industrial workers
- Rebellion by peasants
- Kronstadt sailor mutiny/ uprising
- New Economic Policy

**Use the following rubric to allocate a mark:**



<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g. <b>shows no or little understanding of</b> how Lenin applied (put into practice) Marxism in the Union of Soviet Socialist Republics (USSR) from 1918 to 1924</li> <li>• Uses evidence partially or cannot write a paragraph</li> </ul>	<b>MARKS 0-2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic e.g. how Lenin applied (put into practice) Marxism in the Union of Soviet Socialist Republics (USSR) from 1918 to 1924</li> <li>• Uses evidence in a very basic manner to write a paragraph</li> </ul>	<b>MARKS 3-5</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence e.g. <b>demonstrate a thorough understanding of</b> how Lenin applied (put into practice) Marxism in the Union of Soviet Socialist Republics (USSR) from 1918 to 1924</li> <li>• Uses evidence very effective in an organized paragraph that shows an understanding of the topic.</li> </ul>	<b>MARKS 6-8</b>

(8)

**[50]**

**QUESTION 2: HOW DID THE GREAT DEPRESSION EXPOSED THE CRISIS OF CAPITALISM IN THE UNITED STATES OF AMERICA, BETWEEN 1928 AND 1933?**

## 2.1

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

- Electricity
- Radios
- Cars
- Telephones (any 2x1) (2)

2.1.2 *[Explanation of historical term from Source 2A – L1]*

- A term used to describe the development of mass production in the manufacturing and telecommunication sector that cause unprecedented economic boom and social change in the USA during the 1920s
- Any other relevant response. (1x2) (2)

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

- Americans found themselves with ever-increasing amounts of dollars to spend which was invested in the stock market and deposited into banks. (1x2) (2)

2.1.4 *[Explanation of evidence in Source 2A –L1]*

- At that time, banks lent money to investors to buy stock.
- Nearly \$4.00 out of every \$10.00 that was borrowed from the banks was used to buy stock (shares).
- Margin requirements were as low as 10% during the 1920's. Banks were allowed to speculate and buy stocks for themselves. Because the capital requirements to start new banks were low (1x3) (3)

## 2.2

2.2.1 *[Explanation of concepts from Source 2B – L1]*

- The closure of the stock exchange in Wall Street, NY, and the stoppage of selling and buying of shares after the drastic drop in the prices of share caused by speculation and closure of many banks
- Any other relevant response (1x2) (2)

2.2.2 *[Extraction of evidence from Source 2B – L1]*

- very unhealthy corporate (business) and banking structures,
- an unsound foreign trade,
- economic misinformation
- and the “bad distribution of income”, (the highest 5% of the population, received one third of all personal income)
- Driving by one motive of corporate profit
- Blind to human needs (any 4x1) (4)

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

- Marked the beginning of the great depression
- Exposed the weakness of the capitalist system



- Banks and businesses closed down
- Companies retrenched /laid off thousands of workers
- Any other relevant response (any 2x2) (4)

2.2.4 *[Explanation of evidence from Source 2B –L2]*

- They were laid off/retrenched
- Their wages were cut again and again
- Lost their investments in the stock exchanges,
- Became poverty stricken.
- Some could not pay their mortgages and rent they eventually became homeless
- Had to depended on state and charity for survival e.g. soup kitchen scheme
- Any other relevant response (2x2) (4)

2.2.5 *[Interpretation of evidence from Source 2B to determine its usefulness– L3]*

- It is a critique of the American economic system - capitalism
- It's a socialist interpretation of the causes and effects of the stock exchange crash
- It traces the origins of the Great Depression
- It provides information about the causes of the Great Depression
- It provides information about the effects on the Great Depression on the workers
- It links the Great Depression with the stock market crash
- Any other relevant response (2x2) (4)

2.3

2.3.1 *[Explanation of evidence from Source 2C –L2]*

- There are contradictions between what the government was saying and the reality of the American people.
- Car were mass produced and were bought on credit by those who were employed
- Association of world's highest standard with whites
- Many African American were still poor
- Many depended on relief from the government
- Any other relevant response (1x2) (2)

2.4 *[Analysis and comparison of evidence from Sources 2B and 2C – L3]*

- The photo shows the government's billboard promoting capitalism while Source 2B refers to American government policies of capitalism
- The photo shows unemployed black workers on line for soup kitchen scheme against the backdrop of a billboard depicting a happy white family in a car and the Source 2B mentions that capitalism was blind to human needs workers were laid off
- The photo shows people queuing for relief from the government, which could be associated with the recession mentioned in Source 2B
- Any other relevant response (2x2) (4)

2.5

2.5.1 *[Extracation of evidence from Source 2D – L1]*

- Assure the American public that the crisis would run its course,
- Tried to support failing banks and other institutions with government loans
- Did not directly intervene in the economy (3x1) (3)



2.5.2 *[Interpretation of evidence from Source 2D – L1]*

- Nonintervention/ interference by a government in the economy is an important characteristic of capitalism
- One objective motive of capitalism is business profit, thus by providing government loans to banks and other big institutions, demonstrated Hoover's commitment to capitalism
- Hoover believed that the government did not have the responsibility to create jobs or provide relief for its citizens
- Any other relevant response (any 1x2) (2)

2.5.3 *[Interpretation and analysis of evidence from Source 2D – L2]*

- Hoover's 'reaction was not successful because the banks and business that received government loans were not able to help the poor
- More businesses continued to close down
- Unemployment increased
- Informal settlements, called Hooverville mushroomed in many cities
- Many farmers were ruined by the banks and left their rural homes for the cities
- Hoover's Republican Party lost the 1932 election to the Democrat F D Roosevelt
- Any other relevant response (2x2) (4)

2.6 *[Interpretation, analysis and synthesis of evidence from the sources – L3]*

**Candidates could include the following aspects in their response:**

- Roaring 1920s
- Mass production and consumption – cars radio
- Advertisement
- Buying on credit and margin
- Crisis of capitalism
- Collapse of the stock exchange
- Hoover and Government's noninterference in the economy and laissez faire policies administration
- Government loans to the banking and big business
- Class contradictions and racial differentiations
- Closure of banks and business
- Unemployment and poverty
- Defeat of Hoover and the Republican party
- FD Roosevelt and the New Deal
- Any other relevant response

**Use the following rubric to allocate a mark:**



<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner or shows no or little understanding e.g. how the Great Depression exposed the crisis of capitalism in the United States of America from 1928 to 1933</li> <li>• Uses evidence partially or cannot write a paragraph</li> </ul>	<b>MARKS 0-2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic e.g. <b>shows some understanding of</b> how the Great Depression exposed the crisis of capitalism in the United States of America from 1928 to 1933 Uses evidence in a very basic manner to write a paragraph</li> </ul>	<b>MARKS 3-5</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence e.g. <b>shows a thorough understanding of</b> how the Great Depression exposed the crisis of capitalism in the United States of America from 1928 to 1933.</li> <li>• Uses evidence very effective in an organized paragraph that shows an understanding of the topic.</li> </ul>	<b>MARKS 6-8</b>

(8)

[50]



**QUESTION 3: HOW DID THE IDEAS OF RACE AND EUGENICS INFLUENCED THE CREATION OF THE “STOLEN GENERATION” IN AUSTRALIA?**

## 3.1

3.1.1 *[Extraction of information in Source 3A – L1]*

- Massacres/death by violent force of arms
- Death from infectious diseases (Chickenpox, smallpox, influenza) (2x1) (2)

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

- European settlers treated the Aboriginal Australians as “subhuman”, “primitive” and “inferior race”
- Many Aborigines were treated like experimental animals
- The Aborigines Protection Act of 1909 established camps to provide a place for “the doomed race to die off” as the Aborigines would “inevitably become extinct” (3x1) (3)

3.1.3 *[Explanation of evidence from Source 3A –L2]*

- Many Aboriginal Australians were killed
- Many Aboriginal Australians died from infectious disease
- Many Aboriginal Australians died in the camps due to ill-treatment
- Thousands of Aboriginal Australian children were stolen from their parents
- The assimilation of the mixed-race Aboriginal Australian children into the European culture
- Any other relevant response (2x2) (4)

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

- Social Darwinism’s theories of “pure superior race” are evident in the European settler’s treatment of the Aboriginal Australians as subhuman and inferior race
- Eugenics’ pseudo-science to control and manipulate human species is evident in the settler policy that allowed many Aboriginal Australians to be treated like experimental animals and subject them to scientific investigation into brain capacity
- Any other relevant response (2x2) (4)

## 3.2

3.2.1 *[Explanation of historical concepts – L1]*

- The thousands of mixed race Aboriginal Australian children who were taken away from their parents to be assimilated into the white culture
- Any other relevant response (1x2) (2)

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

- Church
- Schools
- Orphanages and children homes (3x1) (3)

3.2.3 *[Explanation of evidence from Source 3B – L1]*

- Removing them from their families
- Took them to missions, orphanages, state institutions
- Forbidding them to speaking their languages or practice their ceremonies
- Converting them to Christianity
- Promotion of miscegenation among in the stolen generation



- Any other relevant response (2x2) (4)

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

#### **To great extent**

- From 1788 to 1970 the white Australian killed millions of Aboriginal Australians
- They stole and assimilated many Aboriginal Children
- Promoted miscegenation among the mixed race Australians and whites
- Any other relevant response

#### **To a less extent**

- Many Aboriginal Australians welcome the "different better" European culture
- Some voluntarily converted to Christianity
- The native Aboriginal culture is still surviving in Australia (1x2) (2)

### 3.3

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

- Aboriginal Australian children are forcibly abducted/kidnapped
- There were state agencies –NSW Aboriginal Welfare board which were involved in the kidnapping
- The abduction of Aboriginal Australian children was official and socially accepted among European settlers
- The aboriginal Australian children were against abduction
- The abducted children were going to be assimilated into white culture
- Any other relevant response (2x2) (4)

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

- They seem not to care about the feelings of the child
- The man is more concerned about what is going to happen to the child not about the feelings of the child
- The woman feels satisfied and happy about the mission accomplished
- Any other relevant response (1x2) (2)

#### 3.4 1 *[Interpretation to determine the usefulness of Source 3D – L3]*

- It provides pictorial evidence of the stolen generation
- It shows the mixed race Aboriginal Australian children in an orphanage
- It shows that the church and government was involved in the stolen generation
- It shows that it was the policy of the Australian government to assimilate the mixed race Aboriginal children
- Any other relevant response (2x2) (4)

#### 3.5. *[Interpretation and evaluation of evidence from Source 3 B and 3C – L3]*

- The photo shows mixed race Aboriginal Australian children in an orphanage while Source 3B mention "half caste" Aboriginal children were taken away from their families"
- The photo shows a church leader inspecting the children in the orphanage and Source 3B mention the involvement of the church in the stolen generation
- Any other relevant response (2x2) (4)



## 3.6 [Interpretation, analysis and synthesis of evidence from relevant sources – L3]

- Social Darwinism, Eugenics
- British colonial policies in Australia
- Massacre of the Aboriginal Australians
- European imported diseases
- Pseudo-scientific studies
- Racial identity and stereotypes among the Euro Australians
- Abduction of Aboriginal Australian children
- Assimilation policy
- The causes of the ‘Stolen Generation’
- The course and consequences of the “Stolen Generations”
- The role of Christianity and the church in the “stolen generations”
- Any other relevant responses

Use the following rubric to allocate a mark:

<b>LEVEL 1</b>	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner, shows no or little understanding e.g. <b>how the ideas of race and Eugenics in Australia influenced the creation of the “Stolen Generation”</b></li> <li>• Uses evidence partially or cannot write a paragraph</li> </ul>	<b>MARKS 0-2</b>
<b>LEVEL 2</b>	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic e.g. <b>how the ideas of race and Eugenics in Australia influenced the creation of the “Stolen Generation”</b></li> <li>• Uses evidence in a very basic manner to write a paragraph</li> </ul>	<b>MARKS 3-5</b>
<b>LEVEL 3</b>	<ul style="list-style-type: none"> <li>• Uses relevant evidence e.g. <b>shows a thorough understanding of how the ideas of race and Eugenics in Australia influenced the creation of the “Stolen Generation”</b></li> <li>• Uses evidence very effective in an organised paragraph that shows an understanding of the topic.</li> </ul>	<b>MARKS 6-8</b>

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[50]

## SECTION B: ESSAY QUESTIONS



**QUESTION 4: COMMUNISM IN RUSSIA 1900 TO 1940:  
STALIN'S INTERPRETATION OF MARXISM**

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

**SYNOPSIS**

In writing this essay, candidates should be able to take a line of argument and critically discuss how Stalin, through the series of Five Year plans changed the economy of the Soviet Union and made it a superpower.

**MAIN ASPECTS**

Candidates should include the following aspects in their response:

Introduction: Candidates should contextualize the question and establish a clear line of argument

**ELABORATION**

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

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



**QUESTION 5: CAPITALISM IN THE USA 1900 TO 1940:  
ROOSEVELT'S NEW DEAL**

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

**SYNOPSIS**

In writing this, candidates should be able to critically discuss how FD Roosevelt used his New Deal to bring relief to the unemployed and the poor Americans and reform American economic system and recover the confidence in the American business.

**MAIN ASPECTS**

Candidates should include the following aspects in their response:

- Introduction: Candidates should take a stance and develop a coherent line of argument.

**ELABORATION**

- The Great Depression – unemployment, poverty, homelessness
- FD Roosevelt's promises and election
- Roosevelt's hundred days and fireside chats.
- Banking holiday
- Emergency Banking Act
- Federal Emergency Relief Administration
- Civilian Conservation Corps
- Agricultural Adjustment Administration
- Public Works Administration
- Tennessee Valley Authority
- National Industrial Recovery Administration
- The Works Programme Administration
- Opposition to the New Deal
- Evaluation of the New Deal
- Any other relevant response
- Conclusion: Candidates should tie their argument with a relevant conclusion

**[50]**

**QUESTION 6: IDEAS OF RACE IN THE 19<sup>TH</sup> AND 20<sup>TH</sup> CENTURIES:  
CASE STUDY NAZI GERMANY AND THE HOLOCAUST.**

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

**SYNOPSIS**

In writing this essay, candidates need to discuss how the Nazi state used the racial ideas and Eugenics to violate the human rights of Jews in Nazi Germany from 1933-1945

**MAIN ASPECTS**

Candidates should include the following aspects in their response:

- Introduction: Candidates should evaluate the statement and then develop a coherent line of argument

**ELABORATION**

- Hitler and Nazi party and Hitler's dictatorship
- Propaganda and the promotion of the superiority of the pure Aryan race
- Eugenics and the Nazi's racial ideas
- Anti- Semitism in Germany
- Night of the "long knives"
- Night of the "broken glass"
- Propaganda
- Boycott of Jews Businesses
- Nuremburg Laws
- Racial stereotyping scapegoating
- Euthanasia
- Labour and concentration camps
- The invasion of the Soviet Union and the second world war
- The "final solution"
- Any other relevant response
- Conclusion: Candidates should tie up their essay with a relevant conclusion

**TOTAL: [50]  
150**

