



## 1. SOURCE-BASED QUESTIONS

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

Cognitive Levels	Historical skills	Weighting of questions
LEVEL 1	<ul style="list-style-type: none"><li>Extract evidence from sources</li><li>Selection and organisation of relevant information from sources</li><li>Define historical concepts/terms</li></ul>	30% (15)
LEVEL 2	<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>	50% (25)
LEVEL 3	<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>	20% (10)

### 1.2 The information below indicates how source-based questions are assessed:

- In the marking of source-based questions, credit needs to be given to any other valid and relevant viewpoints, arguments, evidence or examples.
- In the allocation of marks, emphasis should be placed on how the requirements of the question have been addressed.
- In the marking guideline, the requirements of the question (skills that need to be addressed) as well as the level of the question are indicated in italics.
- Learners are expected to take a stance when answering “to what extent” questions in order for marks to be awarded.

### 1.3 Assessment procedures for source-based questions

- Use a tick (✓) for each correct answer
- Pay attention to the mark scheme e.g. (2 x 2) which translates to two reasons and is given two marks each (✓✓ ✓✓); (1 x 2) which translates to one reason and is given two marks (✓✓)
- If a question carries 4 marks then indicate by placing 4 ticks (✓✓✓✓)

#### Paragraph question

Paragraphs are to be assessed globally (holistically). Both the content and structure of the paragraph must be 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 bottom right hand 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

- 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 Keep the PEEL structure in mind when assessing an essay.

	<b>Point:</b> 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.
<b>E</b>	<b>Explanation:</b> The candidate should explain in more detail what the main point is all about and how it relates to the question posed(line of argument)
<b>E</b>	<b>Example:</b> The candidate 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
<b>L</b>	<b>Link:</b> The candidate should ensure that the line of argument is sustained throughout the essay and is written coherently.

2.4.4 The following additional symbols can also be used:

Introduction, main aspects and conclusion not properly contextualised <sup>^</sup>

- Wrong statement
- Irrelevant statement
  
- Repetition R
- Analysis A√
- Interpretation 1√
  
- Line of argument LOA  $\updownarrow$

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 the essay 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

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

### Guidelines for allocating a mark for Level 1:

- Question not addressed at all/totally irrelevant content; no attempt to structure the essay = 0
- Question includes basic and generally irrelevant information; no attempt to structure the essay = 1–6
- Question inadequately addressed and vague; little attempt to structure the essay = 7–13

## SECTION A: SOURCE-BASED QUESTIONS

### QUESTION 1: WHAT WERE THE EFFECTS OF WAR COMMUNISM ON THE PEOPLE OF RUSSIA IN THE 1920s?

1.1

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

- An economic and political system that existed in Russia under Lenin to do away with private ownership
- Economic system that aimed at keeping the workers and the Red Guards stocked with weapons and food at the expense of the peasants
- Any other relevant response (1 x 2) (2)

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

- To supply the Red Army with weapons and food (1 x 2) (2)

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

- Private trading was banned
- Profit-making was decreed to be exploitation
- Factories with fewer than ten workers were taken over by the government
- Strikes were illegal
- Surplus crops were taken by the government (Any 4 x 1) (4)

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

- They had won the right to own their land under the communists
- They wanted to get profit by setting their surplus crops
- Any other relevant response (2 x 2) (4)

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

- By abolishing money charges on such services as railways and post. (1 x 2) (2)

1.2

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

- Seven kilos (+7 loaves) of bread, 450 grams of sugar and 225 grams of imitation butter had to last a worker a month
- Many people got less of that (2 x 1) (2)

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

- They often beat and killed them (1 x 1) (1)

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

- They only grew what they needed to feed their own families (1 x 2) (2)

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

- Mines were flooded
- Machines were smashed
- Factories and railways were in ruins (3 x 1) (3)

1.2.5 *[Commenting on the usefulness of evidence in Source 1B – L3]*

- It shows how food were rationed for workers
- It shows how soldiers forced peasants to hand over their surplus grain
- It highlight how peasants resented handing over their surplus grain
- It highlights the effects of Civil War on the mines, leading to famine and epidemic diseases
- Any other relevant response (2 x 2) (4)

1.3

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

- To show the effects of War Communism on the people of Russia
- To show how famine and epidemic diseases affected the people of Russia
- To highlight the failure of War Communism
- Any other relevant response (Any 2 x 2) (4)

1.4 *[Comparison of evidence from Source 1B and 1C – L3]*

- Source 1B explains how War Communism negatively affected people of Russia and Source 1C demonstrate that.
- Source 1A highlights the effects of famine and epidemic diseases and this is shown in Source 1C.
- Any other relevant response (2 x 2) (4)

1.5

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

- Economy was in ruins
- Inflation was out of control
- The country was in the grip of famine (3 x 1) (3)

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

- He meant that War Communism was a disaster
- He was acknowledging the failure of War Communism
- Any other relevant response (1 x 2) (2)

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

- They wanted political and economic freedom (1 x 1) (1)

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

- Even their most loyal supporters were revolting against them
- 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

- Under War Communism: Government took control of the economy (Source 1A)
- Red Army supplied with food (Sources 1A and 1B)
- Private trade was banned (Source 1A)
- Factories with fewer than ten workers taken over by government (Source 1A and 1B)
- Strikes were illegal (Source 1A)
- Surplus crops were forcefully taken by the government to feed factory workers and the army (Source 1A,1B and 1D)
- Peasants resented this: They only produced what was sufficient to feed their own families (Source 1A and 1B)
- Money charges on such services as rail-ways and post was abolished (Source 1A)
- Mines were affected (flooded, machines smashed (Sources 1B)
- Industrial output dropped (Source 1B)
- Famine and epidemic diseases swept Russia and many people died of typhoid (Source 1B, 1C and 1D)
- Peasants rose up against the army and the CHEKA (Source 1D)
- Sailors mutinied at Kronstadt (Source 1D)

- Any other relevant response

Use the following rubric to allocate marks:

<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 the effects that War Communism had on the people of Russia in the 1920s.</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>Demonstrates some understanding of the effects that War Communism had on the people of Russia in the 1920s.</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>demonstrate a thorough understanding of the effects that War Communism had on the people of Russia in the 1920s.</b></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: WHAT WERE THE EFFECTS OF THE GREAT DEPRESSION OF 1929 ON THE AMERICANS?

2.1

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

- To raise money (1 x 1) (1)

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

- Speculators buy shares they did not intend to keep for long
- They bought shares on the money they borrowed
- Their profit depended on the prices of shares
- They bought shares on the margin
- Any other relevant response

(Any 2 x

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

- Share prices had risen far above their real value
- The rise of shares was not supported by real industrial expansion
- Any other relevant response

(2 x 2) (4)

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

- Share prices began to drop
- Panic set in
- Some investors began to lose confidence in the market promised

(Any 2 x 1) (2)

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

- Shareholders dumping 13 million shares

(1 x 1) (1)

2.1.6 *[Commenting on the usefulness of evidence in Source 2A – L3]*

The source is useful because:

- It outlines the reasons why shares could be sold by companies
- It gives the reasons for the increase of share prices
- It explains why speculation was regarded as a form of gambling
- It explains why prices of shares dropped
- Any other relevant response

(Any 2 x 2) (4)

## 2.2

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

- Over five thousands banks were closed
  - Huge number of businesses closed
  - Employees were laid off
  - Wages of those who remained were cut
  - Industrial production fell
- (Any 4 x 1) (4)

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

- By 1933 15 million-one fourth or one third of the labour force were out of work
  - Ford Motor Company which in the spring had employed 128 000 workers, was down to 37 000 by August of 1931
  - Almost half the 280 000 textile mill workers in New England were out of work
- (3 x 1) (3)

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

- He meant that the United States economy was stunned/collapsing
  - He meant that unemployment was high
  - Any other relevant response
- (Any 1 x 2) (2)

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

- There were millions of tons of food – but it was not profitable to transport it to sell it
  - Warehouses were full of clothing, but people could not afford it
  - There were lots of houses that stayed empty as people could not pay rent
  - People had been evicted and now live in shackles
- (Any 3 x 1) (3)

## 2.3

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

- Hoover did not agree that the economy of the United States was stunned
  - Hoover believed that there was no poverty in the United States
  - Hoover believed that the economy was on its way to recovery
  - Any other relevant response
- (Any 1 x 2) (2)

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

- It represented the United States economy (collapsing economy)
- (1 x 2) (2)

### 2.4 *[Comparison of evidence from Source 2B and 2C – L3]*

- In Source 2B the economy is stunned and Source 2C depicts a figure showing: "I 'm in ruins". (Both agree that the economy was collapsing)
  - In Source 2A Hoover believed that America's economy was nearer to the final triumph over poverty and in Source 2C he is portrayed saying "Prosperity is around the corner". (In both sources Hoover believe poverty will end in America)
  - Any other relevant response
- (2 x 2) (4)

## 2.5

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

- In the steel city of Cleveland, 50% of workers were unemployed
  - In Toledo, the figure of unemployment was closer to 80%
  - At night the parks were full of homeless and unemployed people
- (Any 2 x 1) (2)

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

- The TRC dealt only with evidence/cases that were reported

- Many victims and perpetrators did not appear before the TRC
- Some important evidence was destroyed by the apartheid government
- Any other relevant response (1 x 2) (2)

2.5.3 [Explanation of a concept from Source 2D – L1]

- A shanty town of shaky (crumbling) houses where poor Americans went to live after being negatively affected by the Great Depression of 1929 (named after President Herbert Hoover).
- Any other relevant response (1 x 2) (2)

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

Candidates could include the following aspects in their response

- Company can sell shares to raise money in order to buy more businesses to make profit (Source 2A)
- When the company do well, more people buy shares to earn dividends (Source 2A)
- Speculators started to gamble (using borrowed money to buy shares) (Source 2A)
- Share prices rose far above their real value (Source 2A)
- Financial experts warned speculators about false richness-but they continued investing (Source 2A)
- TRC objective was to examine human abuses from all sides (Source 2A)
- Majority started to panic and sold their shares while the prices were still high (Source 2A)
- Share prices dropped (Sources 2A)
- 13 million shares were dumped on 29 October 1929, triggering the collapse of the American economy (Source 2A)
- Effects of Depression: Banks and businesses closed (Source 2B)
- Unemployment increased: also in towns (Source 2B and 2D)
- Wages were cut (Source 2B)
- Poverty increased
- Emergence of Hooverville ( Source 2B and 2D)
- Hoover's attitude towards the Great Depression (Source 2B, 2C and 2D)
- Any other relevant response

Use the following rubric to allocate marks:

<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 how the Great Depression of 1929 affected the Americans.</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>Demonstrates some understanding of how the Great Depression of 1929 affected the Americans.</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>demonstrate a thorough understanding of how the Great Depression of 1929 affected the Americans.</b></li> <li>• Uses evidence very effectively in an organized paragraph that shows an understanding of the topic.</li> </ul>	<b>MARKS 6 – 8</b>

**QUESTION 3: HOW DID HITLER AND THE NAZI PARTY USE EUGENICS AND EXCLUSION OF OTHER RACES TO CREATE A MASTER RACE IN GERMANY?**

3.1

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

- Eugenics (1 x 1) (1)

3.1.2 *[Explanation of concepts from Source 3A – L1]*

(a) It occurs when Germans who were deemed 'genetically and racially pure' were encouraged to reproduce (1 x 1) (1)

(b) When those considered 'genetically unfit' were forcibly sterilised or killed. (1 x 1) (1)

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

- Slavs
- Gypsies
- Blacks (3 x 1) (3)

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

- They were not regarded as human beings by the Nazi's (1 x 1) (1)

3.1.5 *[Commenting on the usefulness of evidence from Source 3A – L3]*

The source is **USEFUL because:**

- It highlights how eugenics was used to exclude the 'genetically and racially misfits'
- It explains the Positive and Negative eugenics
- It explains how the 'genetically and racially misfits' were treated (sterilised, gassed, injected or even killed)
- Any other relevant response (Any 2 x 2) (4)

3.2

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

- To establish a pure national community – a 'master race' (1 x 1) (1)

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

- They were referred to as undesirable
- They were 'racially impure'. (2 x 1) (2)

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

(a) Jehovah's Witnesses were arrested and persecuted (tortured) because of their religious beliefs and many died of ill-treatment in camps. (1 x 1) (1)

(b) Homosexuals were also incarcerated (imprisoned) and thousands died of starvation and brutality. (1 x 1) (1)

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

- To purify the German race
- To establish a pure national community – a 'master race'.
- To wipe out the impure racial groups
- Any other relevant response (Any 2 x 2) (4)

- 3.2.4 *[Interpretation of evidence from Source 3B – L2]*
- For them to create 'pure' babies with the SS officers
  - To produce children of 'pure blood'
  - For children to be indoctrinated with the ideas of Nazi
  - Any other relevant response (Any 2 x 2) (4)
- 3.3
- 3.3.1 *[Interpretation of evidence from Source 3C – L2]*
- It shows that the Jews were the most hated race in Germany – 'The Jew is a bastard'
  - It shows that the Jews were not the only race hated in Germany
  - Any other relevant response (Any 2 x 2) (4)
- 3.3.2 *[Extraction of evidence from Source 3C – L1]*
- Eastern peoples
  - Blacks
  - Mongols
  - East Africans (Any 2 x 1) (2)
- 3.4 *[Comparison of evidence from Source 3B and 3C – L3]*
- Both sources shows how the Nazi wanted to purify the German race
  - Both sources shows how the Jews were hated by the Nazi in Germany
  - Both sources shows that not only the Jews were targeted (hated) in Germany
  - Any other relevant response (Any 2 x 2) (4)
- 3.5
- 3.5.1 *[Extraction of evidence from Source 3D – L1]*
- All Jewish shops were broken into (1 x 2) (2)
- 3.5.2 *[Interpretation of evidence from Source 3D – L2]*
- They brought much needed foreign investment to developing countries
  - Supermarkets in have set up global supply chains that ensured cheap produce all over the world
  - Any other relevant response (Any 2 x 2) (4)
- 3.5.3 *[Interpretation of evidence from Source 3D – L2]*
- They had to feed their families
  - They were made to believe that the Jews are terrible
  - They did it out of fear – it was dictatorship
  - Any other relevant response (Any 2 x 2) (4)
- 3.6 *[Interpretation, evaluation and synthesis of evidence from relevant sources – L3]*

**Candidates to refer to both positive and negative impact in their response**

- Eugenics shaped and justified Nazi policies of mass murder to create a 'pure race'. (Source 3A)
- Passing of the Law for the Prevention of Offspring with Hereditary Diseases to put into practice negative eugenics (Source 3A)
- Killing and exclusion of the disabled, chronically ill and social misfits through euthanasia or mercy killing (Source 3A and 3B)
- Anti Semitism – hatred to the Jews (not regarded as human beings and regarded as bastards (Source 3A,3B, 3C and 3D)
- Exclusion of minority groups – Gypsies, Jehovah's Witnesses, Homosexuals, Blacks, Mongols, etc (Source 3A, 3B and 3C)

- Creation of Lebensborn project – to produce children of 'pure blood'
- Attack on Jews business – to drive them out of Germany
- Reasons why Germans who were not anti-Semitism acted the way they did: they had to feed their families, were fearful, etc
- Any other relevant negative response

Use the following rubric to allocate marks:

LEVEL 1	<ul style="list-style-type: none"> <li>• Uses evidence in an elementary manner e.g. <b>shows no or little understanding of how Hitler and the Nazi party used eugenics and exclusion of other races to create a master race in Germany</b></li> <li>• Uses evidence partially or cannot write a paragraph</li> </ul>	MARKS 0 – 2
LEVEL 2	<ul style="list-style-type: none"> <li>• Evidence is mostly relevant and relates to a great extent to the topic e.g. <b>Demonstrates some understanding of how Hitler and the Nazi party used eugenics and exclusion of other races to create a master race in Germany.</b></li> <li>• Uses evidence in a very basic manner to write a paragraph</li> </ul>	MARKS 3 – 5
LEVEL 3	<ul style="list-style-type: none"> <li>• Uses relevant evidence e.g. <b>demonstrate a thorough understanding of how Hitler and the Nazi party used eugenics and exclusion of other races to create a master race in Germany.</b></li> <li>• Uses evidence very effective in an organized paragraph that shows an understanding of the topic.</li> </ul>	MARKS 6 – 8

(8)  
[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

Candidates should critically discuss whether Stalin transformed a backward, mainly agricultural Russia into a major industrial power during the period 1928 to 1938. They should refer to Stalin's Five Year Plans in their argument.

#### MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should take a stance in critically discussing whether Stalin transformed a backward, mainly agricultural Russia into a major industrial power during the period 1928 to 1938. They should also show how they will attempt the question.

#### ELABORATION

- Background: Failure or criticism of Lenin's New Economic Policy
- Aims of Stalin's Five Year Plans:
- To transform Russia from an agricultural to an industrial state
  - All privately owned industries were nationalised by the state
  - Targets were set to increase production
  - Forced labour was used
  - Propaganda was used to urge workers to work harder for the good of the country
- Role of the GOSPLAN: State planning commission
- Drew up the Five Year Plans to modernise both agriculture and industry

#### First Five Year Plan (1928 to 1932)

- The state collectivised agriculture (from subkhoz to kolkhoz)

#### Reaction of peasants to **collectivisation**:

- The Kulaks burned their crops and killed their livestock
- Were referred to as 'enemies of the state'
- Agricultural production declined

The plan focussed on developing heavy industry (industrialisation) and achieved the following:

- Emphasis was to quantity and heavy industry (coal, iron and steel)
- Hundreds of new factories were built
- Workers were sent to remote areas to build new industrial towns
- Coal mining was developed
- Kulaks were used as slave labourers to reach targets
- Production of coal rose
- Dnieper River Dam was constructed to produce hydro-electricity to supply power to factories.

- Roads and railway networks were extended
- The First Five Year Plan was completed ahead of time
- Russia this when other countries were affected by the Great Depression
- Any other relevant response

#### Second Five Year Plan (1933 to 1937)

- It aimed at improving quality
- Communication and transport were prioritised
- Factories were moved eastwards
- More factories were built
- In agriculture production increased because of the use of new machinery
- Any other relevant response

The Third Five Year Plan (began in 1938 but interrupted by the outbreak of war between Russia and Germany)

- The emphasis was on production of consumer and household goods
- The focus changed to manufacturing of arms and armaments to counter Germany

Stalin industrialisation programme was a success as Russia became the world's second largest industrial power after USA.

This was achieved at the expense of workers and peasants

- Any other relevant response

- Conclusion: Candidates should sum up their arguments with relevant response

[50]

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

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

#### SYNOPSIS

Candidates need to show to what President Roosevelt kept his promise of a "New Deal to the forgotten man". They must use relevant historical evidence to support their line of argument.

#### MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should take a stance by indicating to what extent Roosevelt kept to his promise of a 'New Deal to the forgotten man'. They should briefly indicate how they will support their line of argument.

#### ELABORATION

- Effects of the 1929 Great Depression – brief background
- Aims of the New Deal: Recovery, Reform and Relief
- Role of the Brain Trust

Relief of the unemployed and poverty-stricken

- **Federal Emergency Relief Act:** To provide food, clothing and shelter for the struggling masses
- The **Civil Conservation Corps:** To provide employment for men of 18-25 years old to build roads, erect dams, etc.
- The **Public Works Administration:** Empowered men in the construction of public works..
- The banking system was re-organised and the **House Owners Loan Corporation** was introduced.

Recover industry and agriculture

- The **Agricultural Adjustment Administration**: To control and fix prices of crops
- The **Farm Credit Act**: Granted fund to farmers to pay bonds on their properties and gave loans to farmers to purchase more efficient and modern equipment
- The **Tennessee Valley Authority**: Construction of dams, irrigation schemes, and hydro-electric power
- The **National Industrial Recovery Act**: To assist business and industry: regulating industrial production, working hours, wages, labour standards, etc.

Reform social and economic conditions

- The **National Recovery Administration**: To regulate good labour practice, set minimum wages and obtain maximum work hours from workers.
- The **Work Progress Administration**: Looked at the construction of dams, schools, homes, etc. Providing employment for millions of people.
- The **Social Security Act**: Provided unemployment insurance, old age pensions, etc
- The **Wagner Act**: Provided trade unions with much support and permitted workers to join them.
- Any other relevant response
- Conclusion: Candidates should sum up their argument with a relevant conclusion. [50]

#### **QUESTION 6: IDEAS OF RACE IN THE LATE 19<sup>th</sup> AND 20<sup>th</sup> CENTURIES: NAZI GERMANY AND THE HOLOCAUST**

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

#### **SYNOPSIS**

Candidates are expected to either AGREE or DISAGREE whether the Nazi party under Hitler used eugenics and racial laws in an attempt to create a 'master race in Germany.. They must refer to relevant historical evidence to support their line of argument.

#### **MAIN ASPECTS**

Candidates should include the following aspects in their response:

- Introduction: Candidates should take a stance. They should briefly indicate how they will support their line of argument.

#### **ELABORATION**

- Nazi's/Hitler's idea of 'pure race'
- Defining the German nation in relation to the 'other' races
- Applying eugenics and racial laws – purifying the nation
- Using forced sterilisation: Those with 'undesirable' genes were sterilised to prevent their genes from polluting the Aryan race
- Euthanasia – 'Operation T4'
- Concentration camps and death camps

Groups targeted by the Nazis

- Jews: anti-Semitism: They were blamed for Germany's defeat in World War 1
- Jews businesses were attacked in an effort to drive them out of Germany
- The Kristallnacht: Jews property attacked, 91 Jewish were killed and more than 20 000 sent to concentration camps
- The Gypsies: They were accused to be criminals
- They were not allowed to marry Aryans
- They were sent to concentration or ghettos where they died of starvation, gassed or even killed.

- Dark-skinned Germans: This included children who had parents of different races (children of black soldiers from French in Africa)
  - These children were called the 'Rhineland bastards' and were sterilised
  - Jehovah's Witnesses: They were a Christian group and they were targeted for refusing to swear loyalty to the state, or accept what the Nazi's demanded
  - They will not allow their children to join Hitler's rallies
  - They were thus sent to prison or concentration camps
  - They were prosecuted for refusing to serve in the German military forces (many were
  - Homosexuals: Nazi believed they did not fit with the idea that Aryans should marry and produce children.
  - The Gestapo had a special unit dealing with homosexuals
  - They were sent to concentration camps, castrated or even killed
  - From persecution to mass murder: Final solution
  - Creation of labour and extermination camps
  - Any other relevant response
- Conclusion: Candidates should sum up their argument with a relevant conclusion[50]

**TOTAL:**

**150**