



education

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NORTH WEST PROVINCE**

PROVINCIAL ASSESSMENT

GRADE 11

HISTORY P1

MARKING GUIDELINES

NOVEMBER 2019

MARKS: 150

**These marking guidelines consist of 18 pages and
6 pages containing cognitive levels**

1. SOURCE-BASED QUESTIONS

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

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

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

- In the marking of source-based questions, credit needs to be given to any other valid and relevant viewpoints, arguments, evidence or examples.
- In the allocation of marks, emphasis should be placed on how the requirements of the question have been addressed.
- In the marking 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 extend questions in order for any markers 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.

			✓✓✓✓ 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.

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.

P	Point: The candidate introduces the essay by taking a line of argument/making a major point.
E	Explanation: 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).
E	Example: The candidates should answer the question by selecting content that is relevant to the line of argument. Relevant examples should be given to sustain the line of argument.
L	Link: Candidates should ensure that the line of argument is sustained throughout the essay and is written coherently.

2.4.4 The following additional symbols can also be used:

- Introduction, main aspects and conclusion not properly contextualized \wedge
- 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 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	

GLOBAL ASSESSMENT FOR ESSAYS: TOTAL MARKS: 50

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

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

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

SECTION A: SOURCE-BASED QUESTIONS**QUESTION 1: HOW DID LENIN APPLY THE IDEOLOGY OF 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*]
• Russia was out of the war (1 x 1) (1)
- 1.1.2 [*Extraction of evidence from Source 1A – L1*]
• Lenin nationalized agriculture
• Lenin abolished private ownership of all land (2 x 1) (2)
- 1.1.3 [*Definition of a historical concept from Source 1A – L1*]
• Placing privately owned enterprises under state ownership and control
• Any other relevant response (any 1 x 2) (2)
- 1.1.4 [*Interpretation of evidence from Source 1A – L2*]
• If the property rights of the land were held by the state, the state can distribute land equally
• The state will prevent monopoly of land ownership at the expense of the poor
• Any other relevant response (any 2 x 2) (4)
- 1.1.5 [*Interpretation of information from Source 1A – L2*]
• Class divisions were abolished
• Women were symbols of the new equality
• Any other relevant response (any 2 x 2) (4)

1.2

- 1.2.1 [*Extraction of evidence from Source 1B – L1*]
• Pre-conceived desire to drive immediately forward to the suppression of the capitalists
• Entirely in line with Bolshevik's precepts (principals)
• War communism was implemented as emergency measure to deal with the increasingly difficult economic and military situations (any 1 x 2) (2)
- 1.2.2 [*Definition of historical concept from Source 1B – L1*]
• Lenin's policy to strengthen socialism in Russia after the Civil War
• Lenin's policy to deal with increasing bad economic situations in Russia after the Civil War
• Any other relevant response (any 1 x 2) (2)
- 1.2.3 [*Extraction of evidence from Source 1B – L1*]
• Desperate shifts and expedients of food requisitioning
• Nationalisation and trade restrictions (2 x 1) (2)

- 1.2.4 [*Interpretation of evidence from Source 1B – L2*]
- Russia was facing a savage war from the White Army which made it difficult to establish a strong government
 - Any other relevant response (any 1 x 2) (2)
- 1.3
- 1.3.1 [*Extraction of evidence from Source 1C – L1*]
- Criticized the government
 - Thousands of peasants rebelled against the seizing of their grain
 - Workers in many cities were engaging in strike activity
 - Massive flight of the population to the countryside (any 2 x 1) (2)
- 1.3.2 [*Interpretation of evidence from Source 1C – L2*]
- They accused Lenin of being a communist dictatorship
 - The harsh conditions in which War Communism was introduced
 - Any other relevant response (any 2 x 2) (4)
- 1.3.3 [*Interpretation of evidence from Source 1C – L2*]
- They were the pride of the revolution
 - They have been the strong supports and defenders of Lenin's government
 - Any other relevant response any (1 x 2) (2)
- 1.4
- 1.4.1 [*Interpretation of evidence from Source 1D – L2*]
- To highlight how Lenin was determined to save socialism in Russia
 - To depict Lenin as a strong leader, who introduced the New Economic Policy as opposition increased against War Communism
 - Any other relevant response (any 2 x 2) (4)
- 1.4.2 [*Ascertain the usefulness of evidence from Source 1D – L3*]
- The source is USEFUL because:
- It shows Lenin addressing the 10th Communist Party Congress in 1921, to call for the need of a New Economic Policy
 - It shows Lenin giving a speech which highlights challenges faced by War Communism and the need for a New Economic Policy
 - Any other relevant response (any 2 x 2) (4)
- 1.4.3 [*Interpretation of evidence from Source 1D – L2*]
- They needed to implement the New Economic Policy (1 x 1) (1)
- 1.5 [*Comparison of evidence from Sources 1C and 1D – L3*]
- Source 1D shows Lenin address Congress to convince them to accept the NEP. Source 1C explains the grievances of the Russians against War Communism
 - Source 1D shows how Lenin demonstrates leadership in support for the NEP and Source 1C contains the information about the opposition by the citizens and the Kronstadt sailors

- Any other relevant response (any 2 x 2) (4)
- 1.6 [*Interpretation, analysis and evaluation of information from Sources to write a coherent paragraph – L3*]

Candidates could include the following aspects in their responses:

- Lenin called for property rights to remain with the state (own knowledge)
- Lenin introduced pure communism to feed the Red Army and the population
- Soviet constitution promoted equality among the citizens (Source 1A)
- Peasants to produce food at a loss (own knowledge)
- Requisition of grain was introduced (Source 1C)
- Certain aspects of the economy were under the state (Source 1A)
- NEP was introduced after the failure of War Communism (Source 1D)
- Any other relevant response

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. Shows no or little understanding of how Lenin applied the ideology of Marxism in the USSR from 1918 to 1924. • Uses evidence partly or cannot write a paragraph. 	MARKS 0-2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extend to the topic e.g. Shows some understanding of how Lenin applied the ideology of Marxism in the USSR from 1918 to 1924. • Uses evidence in a very basic manner to write a paragraph. 	MARKS 3-5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. Demonstrates a thorough understanding of how Lenin applied the ideology of Marxism in the USSR from 1918 to 1924. • Uses evidence very effectively in an organized paragraph that shows an understanding of the topic. 	MARKS 6-8

(8)
[50]

QUESTION 2: WHAT WERE THE EFFECTS OF THE 1929 GREAT DEPRESSION ON THE UNITED STATES OF AMERICA?

2.1

- 2.1.1 [*Extraction of evidence from Source 2A – L1*]
• In order to raise money (1 x 1) (1)
- 2.1.2 [*Extraction of evidence from Source 2A – L1*]
a) A company uses the money from profit to expand its business (1 x 2) (2)
b) People (public) buy and sell shares at the highest value to make money (1 x 2) (2)
- 2.1.3 [*Extraction of evidence from Source 2A – L1*]
• Speculators often borrowed money to buy shares/bought shares on the market
• By 1928 share prices had risen far above their real value (2 x 1) (2)
- 2.1.4 [*Ascertain the usefulness of evidence in Source 2A – L3*]
The source is USEFUL because:
• It gives insight/information into the unregulated New York Stock Exchange
• It is an eye-witness account on how people and companies did business on the Stock Exchange
• Any other relevant response (any 2 x 2) (4)

2.2

- 2.2.1 [*Extraction of evidence from Source 2B – L1*]
• Capitalism was viewed as the economic system which was entrepreneurial
• As competitive in nature (2 x 1) (2)
- 2.2.2 [*Definition of a historical concept from Source 2B – L1*]
• An economic system that encouraged a free market and profit making
• Any other relevant response (any 1 x 2) (2)
- 2.2.3 [*Extraction of evidence from Source 2B – L1*]
• It is the basic production facilities such as land and capital ownership
• It is an interaction of American buyers and sellers in markets
• It is a free market economy with minimal state control over businesses (3 x 1) (3)
- 2.2.4 [*Interpretation of evidence from Source 2B – L2*]
• It implies that the state should not regulate private industries
• Abstention by the American government from entering in the working of the free markets
• Any other relevant response (any 2 x 2) (4)

2.3

- 2.3.1 [*Extraction of evidence from Source 2C – L1*]
- People were too poor to afford goods being
 - Productivity increased by 43 percent
 - Industrial profit rose up by 72 percent
 - Wages of workers only increased by 8 percent (4 x 1) (4)
- 2.3.2 [*Extraction of evidence from Source 2C – L1*]
- Wages of workers only increased by 8% which was not enough to afford goods and services offered on the markets (1 x 2) (2)
- 2.3.3 [*Interpretation of evidence from Source 2C – L2*]
- As American industrialists they controlled natural resources such as oil
 - They monopolized certain industries and paid low wages
 - Any other relevant response (any 2 x 2) (4)

2.4

- 2.4.1 [*Interpretation of evidence from Source 2D – L2*]
- To inform the American public about the reaction of investors
 - To inform the American public about the extent of their loss
 - Any other relevant response (any 2 x 2) (4)
- 2.4.2 [*Interpretation of evidence from Source 2D – L2*]
- It means billions were lost as people sell their shares below their value
 - Shareholders sell their share on 29 October 1929 in panic to recover their invest(s)
 - Any other relevant response (any 1 x 2) (2)

- 2.5 [*Comparison of evidence in Sources 2C and 2A – L3*]
- Both Source 2A and Source 2C describe the causes of the Great Depression
 - Source 2A describes how share prices were manipulated, by companies and people, to make profit in the Stock Exchange
 - Source 2C describes how companies made profit through monopoly (2 x 2) (4)

- 2.6 [*Interpretation, analysis and evaluation of information from Sources to write a coherent paragraph – L3*]

Candidates could include the following aspects in their response:

- People lost their investments on the Stock Exchange (own knowledge)
- The USA government allowed individuals to monopolize the economy (Source 2C)
- Wages of workers only increased by a small margin and they had no buying power (Source 2A)
- The USA government allowed speculators to control the Stock Exchange

- The USA Stock Exchange was not regulated (Source 2B)
- The USA government allowed the public to buy shares with borrowed money (Source 2A)
- Allowed powerful individuals to control the economy (Source 2B)
- Any other relevant answer

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. Shows no or little understanding of the effects of the 1929 Great Depression on the USA. • Uses evidence partly or cannot write a paragraph. 	MARKS 0-2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extend to the topic e.g. Shows some understanding of the effects of the 1929 Great Depression on the USA. • Uses evidence in a very basic manner to write a paragraph. 	MARKS 3-5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. Demonstrates a thorough understanding of the effects of the 1929 Great Depression on the USA. • Uses evidence very effectively in an organized paragraph that shows an understanding of the topic. 	MARKS 6-8

(8)
[50]

QUESTION 3: HOW DID HITLER'S RACIAL IDEOLOGY OF EUGENICS LEAD TO THE (HOLOCAUST) MASS KILLING OF THE JEWS IN THE 1930s?

3.1

- 3.1.1 [*Extraction of evidence from Source 3A – L1*]
• In order to justify racial superiority
• To justify discriminatory practices in their countries (2 x 1) (2)
- 3.1.2 [*Definition of concepts from Source 3A – L1*]
a) Racism that uses scientific experiments to promote a hierarchy (ranking) of race
• Any other relevant response (any 1 x 2) (2)
b) A set of beliefs and practices that aim to improve the genetics of the human population by exclusion
• Any other relevant response (any 1 x 2) (2)
- 3.1.3 [*Extraction of evidence from Source 3A – L1*]
• Hitler believed that the German nation was the highest creation of race with natural good health, superiority, intelligence
• He believed that Germans were of a superior group of race, namely Aryan (a master race) (2 x 2) (4)
- 3.1.4 [*Interpretation of evidence from Source 3A – L2*]
• Hitler warned that the race was threatened internally by intermarriages between pure Aryan Germans and members of inferior races such as Jews, Slavs, Africans and Polish
• Intermarriages that are weaker in genetics will lead to the weakness of the German superior race
• Any other relevant answer any (2 x 2) (4)
- 3.1.5 [*Extraction of evidence from Source 3A – L1*]
• In order to promote the reproduction of the best characteristics possible (1 x 2) (2)

3.2

- 3.2.1 [*Interpretation of evidence from Source 3B – L2*]
• It is to show the image of Jewish prisoners suffering from malnutrition
• To show how Jews were treated by the authorities
• Any other relevant response (any 2 x 2) (4)
- 3.2.2 [*Interpretation of evidence from Source 3B – L2*]
• Jewish prisoners were to be starved to death in concentration camps
• The Germans disregarded the Jews basic human rights
• Any other relevant response (any 2 x 2) (4)

3.3

- 3.3.1 [*Extraction of evidence from Source 3C – L1*]
• Hitler's main aim was the mass murder of the Jews through extermination (1 x 2) (2)

- 3.3.2 [*Extraction of evidence from Source 3C – L1*]
- Gassing
 - Gas vans (2 x 1) (2)
- 3.3.3 [*Interpretation of evidence from Source 3C – L2*]
- Concentration camps were turned into exterminations camps, killing millions of Jews, Slavs, Polish and those who opposed Nazism
 - They were victims of a selfish, cruel act
 - Any other relevant response (any 1 x 2) (2)
- 3.4
- 3.4.1 [*Extraction of evidence from Source 3D – L1*]
- For all the Germans misfortunes (1 x 2) (2)
- 3.4.2 [*Extraction of evidence from Source 3D – L1*]
- Jews were deprived of German citizenship
 - Jews could not be employed in any government office
 - Jews could not serve in the army
 - Jews could not practice medicine or any other profession (2 x 1) (2)
- 3.4.3 [*Interpretation of evidence from Source 3D – L3*]
- It reflects on how the Jews were reduced to second-hand citizens in Nazi Germany
 - It reflects how these laws led to the mass murder of the Jews
 - Any other relevant response (any 2 x 2) (4)
- 3.5 [*Comparison of evidence from Sources 3C and 3D – L3*]
- Source 3C contains information on how the Nuremburg Laws deprived the Jews of German citizenship etc. Source 3D explains how extermination camps were used to murder the Jews
 - Source 3C contains information about how the Jews were deprived of their livelihood and Source 3D states how women and children were murdered in gas chambers
 - Any other relevant response (any 2 x 2) (4)
- 3.6 [*Interpretation, analysis and evaluation of information from Sources to write a coherent paragraph – L3*]

Candidates could include the following aspects in their response:

- Hitler's racial ideology promoted the Aryan nation in Germany (Source 3A)
- The Nazi government promoted racial hatred that led to the Holocaust (Source 3A)
- Jews were politically excluded as citizens through the Nuremburg Laws (Source 3D)
- Prisoners were starved to death in concentration camps (Source 3B)
- The Nazi government appointed the SS Death Head Division (Source 3D)
- Jews were murdered through euthanasia (Source 3A)

- Extermination camps were used to kill and enforced racial policies (Source 3C)
- Jews were reduced to an inferior nation (own knowledge)
- Women and children were murdered by means gas chambers (Source 3C)
- Racial profiling was designed to exclude non-Germans (own knowledge)
- Any other relevant answer

Use the following rubric to allocate a mark:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner e.g. Shows no or little understanding of how Hitler’s racial ideology of eugenics led to the Holocaust of the Jews in the 1930s. • Uses evidence partly or cannot write a paragraph. 	MARKS 0-2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extend to the topic e.g. Shows some understanding of how Hitler’s racial ideology of eugenics led to the Holocaust of the Jews in the 1930s. • Uses evidence in a very basic manner to write a paragraph. 	MARKS 3-5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. Demonstrates a thorough understanding of how Hitler’s racial ideology of eugenics led to the Holocaust of the Jews in the 1930s. • Uses evidence very effectively in an organized paragraph that shows an understanding of the topic. 	MARKS 6-8

(8)
[50]

SECTION B: ESSAY QUESTIONS**QUESTION 4: COMMUNISM IN RUSSIA 1900 - 1940**

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

SYNOPSIS

Candidate should indicate and be able to take a line of argument and explain to what extent Stalin's Gosplan was successful in creating an agricultural and industrial transformation in the Soviet Union between 1928 and 1941.

MAIN ASPECTS

Candidates should include the following aspects in their response:

Introduction: Candidates should take a stance. They should explain the extent to which Stalin's Gosplan was successful in creating an agricultural and industrial transformation in the Soviet Union.

ELABORATIONS

- Centralisation of Russian economy through 5 years plan.
 - Establishment of State Commission (Gosplan)
 - The aims of the first Five Year Plan (background)
 - Stalin first Five Year Plan (agricultural development)
 - Resistance to collectivisation by wealthy farmers
 - Kolkhoz- collective farms and Sobkhoz
 - Production targets for each 5 year plan.
 - First 5 year plan (1928-1933): Focus on quantity and heavy industries- especially industries of coal, iron and steel; new factories built; production increased and motor industries established.
 - Heavy industries were introduced and factories increased
 - Development of industrial towns
 - Second 5 year plan (1933-1937): Focus on production of household and consumer goods; target changed to manufacturing of arms and armaments (WW2); Attention to transport and railway system for faster movement of troops.
 - Education was improved and foreign artisans were allowed
 - Propaganda and targets were used to improve production
 - Third 5 year plan was interrupted by Second World War
 - Both agriculture and industries improved
 - Any other relevant response
- Conclusion: Candidate should tie up their argument with a relevant conclusion.

[50]

QUESTION 5: CAPITALISM IN THE USA – ROOSEVELT’S NEW DEAL

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

SYNOPSIS

Candidates must state a line of argument to explain to what extent President FD Roosevelt’s New Deal policy was successful in ending the Great Depression in the period between 1933 and 1939. They must discuss the New Deal and evaluate its successes and failures.

MAIN ASPECTS

Introduction: Candidates must state their line of argument. They must provide a brief analysis of the results of the Great Depression. They must introduce Roosevelt’s pledge of the New Deal: The three Rs relief, reform and recovery. They must explain how they are going to approach the question.

ELABORATION

- A brief discussion on the consequences of the Great Depression
 - Relief: For the destitute and unemployed
 - Reform: Measures, legislation to control the economy
 - Recovery: Improvement and recovery of the economy
 - Hundred days: The Brain Trust and Roosevelt introduced new measures to lift the USA out of the Great Depression.
 - The Emergency Banking Act; Recovery of banking
 - The Federal Emergency Relief Administration: Relief measures of the destitute and unemployed
 - The Civil Conservation Corps: Relief measure to provide employment for young men
 - The Agricultural Adjustment Administration: Recovery of farming and support to farmers
 - NIRS-Public Works Administration: Recovery of Infrastructure: Recovery of Infrastructure and relief to the unemployed
 - Tennessee Valley Authority: Infrastructure development ‘building of dams’
 - Wagner Act: Measure to improve the working conditions and trade unions
 - Social Security Act: Relief for the welfare of the citizens and to protect workers
 - Opposition and criticism of the New Deal such as state control of the economy.
 - Any other relevant response
- Conclusion: Candidates close their argument with a relevant conclusion

[50]

**QUESTION 6: IDEAS OF RACE IN THE 19th AND 20th CENTURIES:
CASE STUDY: NAZI GERMANY**

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

SYNOPSIS

Candidates should discuss how Nazi Germany, under Adolf Hitler, implemented Pseudo-Scientific policies towards Germans and non-Germans between 1933 and 1942.

MAIN ASPECTS

Introduction: Candidates should take a firm stance by expressing approval or disapproval with regard to the question and include the following:

ELABORATION

- Formulation of the Aryan race policy in Germany through Eugenics
 - Promotion of anti-Semitism against the Jews
 - Denial of rights for Jews
 - Passing of Nuremburg Laws
 - Purification of Germany
 - Euthanasia applied through T4 Action Programme
 - Groups were targeted to purified German nation
 - Anti-social elements e.g. people with anti-social behavior
 - Jehovah witness
 - From prosecution to mass murder
 - Genocide in concentration camps
 - Creation of labour camps
 - Creation of extermination camps
 - Mass deportation of Jews into ghettos
 - Any other relevant response
-
- Conclusion: Candidates should close their argument with a relevant conclusion

[50]**TOTAL: 150**

HISTORY

CAPS: GRADE 11 QUESTION PAPER ANALYSIS GRID

QUESTION NUMBER	SKILLS										COGNITIVE LEVELS			TOTAL	CHALLENGES			PERCENTAGE %	PERCENTAGE %	PERCENTAGE %
	EXTRACT EVIDENCE FROM SOURCES	SELECTION OF RELEVANT INFORMATION	DEFINITION OF A HISTORICAL CONCEPT	EXPLAIN INFORMATION GATHERED FROM SOURCES	INTERPRETATION OF EVIDENCE FROM SOURCES	ANALYSE EVIDENCE FROM SOURCES	INTERPRETATION OF INFORMATION FROM SOURCES	EVALUATE USEFULNESS, BIAS AND RELIABILITY	COMPARE AND CONTRAST DIFFERENT INTERPRETATIONS	ORGANISE EVIDENCE TO SUBSTANTIATE ARGUMENT	LEVEL 1	LEVEL 2	LEVEL 3		EASY	MEDIUM	DIFFICULT			
	TICKS INDICATE APPLICATION SKILLS										MARKS									
1.1.1	✓										1			✓						
1.1.2	✓										2			✓						
1.1.3			✓								2			✓						
1.1.4				✓								4			✓					
1.1.5					✓							4			✓					
											5	8	0				0	0	0	
1.2.1	✓										2			✓						
1.2.2			✓									2			✓					
1.2.3	✓										2			✓						
1.2.4				✓								2			✓					
											4	4	0	0			0	0	0	

HISTORY

CAPS: GRADE 11 QUESTION PAPER ANALYSIS GRID

QUESTION NUMBER	SKILLS									COGNITIVE LEVELS			TOTAL	CHALLENGES			PERCENTAGE %	PERCENTAGE %	PERCENTAGE %	
	EXTRACT EVIDENCE FROM SOURCES	SELECTION OF RELEVANT INFORMATION	DEFINITION OF A HISTORICAL CONCEPT	EXPLAIN INFORMATION GATHERED FROM SOURCES	INTERPRETATION OF EVIDENCE FROM SOURCES	ANALYSE EVIDENCE FROM SOURCES	INTERPRETATION OF INFORMATION FROM SOURCES	EVALUATE USEFULNESS, BIAS AND RELIABILITY	COMPARE AND CONTRAST DIFFERENT INTERPRETATIONS	ORGANISE EVIDENCE TO SUBSTANTIATE ARGUMENT	LEVEL 1	LEVEL 2		LEVEL 3	EASY	MEDIUM				DIFFICULT
	TICKS INDICATE APPLICATION SKILLS									MARKS			0				LEVEL 1	LEVEL 2	LEVEL 2	
1.3.1	✓									2				✓						
1.3.2					✓						4				✓					
1.3.3					✓						2				✓					
										2	6	0					0	0	0	
1.4.1					✓						4			✓						
1.4.2							✓					4			✓					
1.4.3					✓						1			✓						
1.5								✓				4			✓					
1.6									✓			8			✓					
										0	5	16					0	0	0	
QUESTION 1 TOTAL										11	23	16	(50)				22%	46%	32%	

HISTORY

CAPS: GRADE 11 QUESTION PAPER ANALYSIS GRID

QUESTION NUMBER	SKILLS										COGNITIVE LEVELS			TOTAL	CHALLENGES						
	EXTRACT EVIDENCE FROM SOURCES	SELECTION OF RELEVANT INFORMATION	DEFINITION OF A HISTORICAL CONCEPT	EXPLAIN INFORMATION GATHERED FROM SOURCES	INTERPRETATION OF EVIDENCE FROM SOURCES	ANALYSE EVIDENCE FROM SOURCES	INTERPRETATION OF INFORMATION FROM SOURCES	EVALUATE USEFULNESS, BIAS AND RELIABILITY	COMPARE AND CONTRAST DIFFERENT INTERPRETATIONS	ORGANISE EVIDENCE TO SUBSTANTIATE ARGUMENT	LEVEL 1	LEVEL 2	LEVEL 3		EASY	MEDIUM	DIFFICULT	PERCENTAGE %	PERCENTAGE %	PERCENTAGE %	
TICKS INDICATE APPLICATION SKILLS											MARKS			TOTAL	EASY	MEDIUM	DIFFICULT	LEVEL 1	LEVEL 2	LEVEL 2	
2.1.1	✓										1							0	✓		
2.1.2	✓										4			✓							
2.1.3	✓										2			✓							
2.1.4							✓					4				✓					
											7	0	4				0		0	0	
2.2.1	✓										2			0	✓						
2.2.2			✓								2				✓						
2.2.3	✓										3				✓						
2.2.4					✓							4					✓				
											7	4	0				0	0	0		

HISTORY

CAPS: GRADE 11 QUESTION PAPER ANALYSIS GRID

QUESTION NUMBER	SKILLS										COGNITIVE LEVELS			TOTAL	CHALLENGES					
	EXTRACT EVIDENCE FROM SOURCES	SELECTION OF RELEVANT INFORMATION	DEFINITION OF A HISTORICAL CONCEPT	EXPLAIN INFORMATION GATHERED FROM SOURCES	INTERPRETATION OF EVIDENCE FROM SOURCES	ANALYSE EVIDENCE FROM SOURCES	INTERPRETATION OF INFORMATION FROM SOURCES	EVALUATE USEFULNESS, BIAS AND RELIABILITY	COMPARE AND CONTRAST DIFFERENT INTERPRETATIONS	ORGANISE EVIDENCE TO SUBSTANTIATE ARGUMENT	LEVEL 1	LEVEL 2	LEVEL 3		EASY	MEDIUM	DIFFICULT	PERCENTAGE %	PERCENTAGE %	PERCENTAGE %
	TICKS INDICATE APPLICATION SKILLS										MARKS							LEVEL 1	LEVEL 2	LEVEL 2
2.3.1	✓																			
2.3.2	✓										2	4		✓						
2.3.3					✓							4		✓						
											2	6	0				0	0	0	
2.4.1					✓							4		✓						
2.4.2					✓							2		✓						
2.5								✓					4			✓				
2.6									✓				8			✓				
										0	6	12					0	0	0	
QUESTION 2 TOTAL											16	18	16				32%	36%	32%	

HISTORY

CAPS: GRADE 11 QUESTION PAPER ANALYSIS GRID

QUESTION NUMBER	SKILLS										COGNITIVE LEVELS			TOTAL	CHALLENGES			PERCENTAGE %	PERCENTAGE %	PERCENTAGE %
	EXTRACT EVIDENCE FROM SOURCES	SELECTION OF RELEVANT INFORMATION	DEFINITION OF A HISTORICAL CONCEPT	EXPLAIN INFORMATION GATHERED FROM SOURCES	INTERPRETATION OF EVIDENCE FROM SOURCES	ANALYSE EVIDENCE FROM SOURCES	INTERPRETATION OF INFORMATION FROM SOURCES	EVALUATE USEFULNESS, BIAS AND RELIABILITY	COMPARE AND CONTRAST DIFFERENT INTERPRETATIONS	ORGANISE EVIDENCE TO SUBSTANTIATE ARGUMENT	LEVEL 1	LEVEL 2	LEVEL 3		EASY	MEDIUM	DIFFICULT			
TICKS INDICATE APPLICATION SKILLS											MARKS			0				LEVEL 1	LEVEL 2	LEVEL 2
3.1.1	✓										2				✓					
3.1.2			✓								4			✓						
3.1.3	✓										4			✓						
3.1.4					✓							4			✓					
3.1.5	✓										2			✓						
											12	4	0				0	0	0	
3.2.1					✓							4								
3.2.2					✓							4								
											0	8	0				0	0	0	

HISTORY

CAPS: GRADE 11 QUESTION PAPER ANALYSIS GRID

QUESTION NUMBER	SKILLS										COGNITIVE LEVELS			TOTAL	CHALLENGES			PERCENTAGE %	PERCENTAGE %	PERCENTAGE %
	EXTRACT EVIDENCE FROM SOURCES	SELECTION OF RELEVANT INFORMATION	DEFINITION OF A HISTORICAL CONCEPT	EXPLAIN INFORMATION GATHERED FROM SOURCES	INTERPRETATION OF EVIDENCE FROM SOURCES	ANALYSE EVIDENCE FROM SOURCES	INTERPRETATION OF INFORMATION FROM SOURCES	EVALUATE USEFULNESS, BIAS AND RELIABILITY	COMPARE AND CONTRAST DIFFERENT INTERPRETATIONS	ORGANISE EVIDENCE TO SUBSTANTIATE ARGUMENT	LEVEL 1	LEVEL 2	LEVEL 3		EASY	MEDIUM	DIFFICULT			
	TICKS INDICATE APPLICATION SKILLS										MARKS			0				LEVEL 1	LEVEL 2	LEVEL 2
3.3.1	✓										2				✓					
3.3.2	✓										2				✓					
3.3.3					✓							2				✓				
											4	2	0				0	0	0	
3.4.1	✓										2			✓						
3.4.2	✓										2			✓						
3.4.3					✓								4			✓				
3.5								✓					4			✓				
3.6									✓				8			✓				
											4	0	16				0	0	0	
QUESTION 3 TOTAL											20	14	16				40%	28%	32%	