



Hoërskool Johan Jurgens
November Examination
History
Paper 1
Question paper and Addendum
2025

Examiner	A. Theron		
Moderator	T. Themba		

Time: 3 Hours

Marks: 150

This question paper consists of 9 pages and an addendum of 11 pages.

INSTRUCTIONS AND INFORMATION

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

2. SECTION A: SOURCE-BASED QUESTIONS

Question 1: Communism in Russia – Stalin’s Five-Year Plans

Question 2: Capitalism in the USA – Roosevelt’s New Deal

Question 3: Ideas of Race – Case study: Nazi Germany

SECTION B: ESSAY QUESTION

Question 4: Communism in Russia – Lenin’s New Economic Policy

Question 5: Capitalism in the USA – The Great Depression

Question 6: Ideas of Race – Case study: Nazi Germany

3. SECTION A consists of THREE source-based questions. Source material that is required to answer the source-based questions will be found in the accompanying ADDENDUM of sources.
4. SECTION B consists of THREE essay questions.
5. Answer THREE questions as follows:
 - 5.1 ONE must be a source-based question and ONE must be an essay question.
 - 5.2 The THIRD question can either be a source-based question or an essay question.
6. Answer ALL questions on the folio paper provided.
7. You are advised to spend at least ONE hour per question.
8. When answering questions, you should apply your knowledge, skills and insight.
9. A mere rewriting of sources as answers will be a disadvantage.
10. Questions must be numbered clearly and correctly using the same numbering system used in the question paper.
11. Write neatly and legibly.

SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: HOW DID STALIN IMPLEMENT COLLECTIVISATION DURING THE FIRST FIVE YEAR PLANS IN RUSSIA FROM 1928 TO 1932?

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

1.1 Study Source 1A

- 1.1.1 What, according to the source, was the primary goal of Stalin's collectivisation during the first Five-Year Plan? (2 x 1) (2)
- 1.1.2 Define the term *Communist* in your own words. (1 x 2) (2)
- 1.1.3 What is implied by the phrase: "*We destroyed our own crops to keep them out of the hands of the government, but it only made things worse.*" (2 x 2) (4)
- 1.1.4 What, according to the source was the impact of collectivisation on the kulaks and other peasants? (2 x 1) (2)

1.2 Refer to Source 1B

- 1.2.1 Using the information in the source and your own knowledge, comment on how you think Stalin planned to achieve socialism in Russia which he termed: "*Socialism in one country.*" (2 x 2) (4)
- 1.2.2 What, according to Stalin, was the way out of a complete collapse of the whole national economy? (1 x 1) (1)
- 1.2.3 Mention the TWO ways Stalin suggested would be used to make agriculture. (2 x 1) (2)
- 1.2.4 With reference to the speech, comment on Stalin's leadership style. (2 x 2) (4)
- 1.2.5 Quote evidence from the source that suggests that Stalin rejected the capitalist's way of transforming Russian agriculture. (1 x 1) (1)

1.3 Study Source 1C

- 1.3.1 Quote TWO pieces of evidence from the source, that suggests that collectivisation was implemented in phases. (2 x 1) (2)
- 1.3.2 Why, in your opinion was it necessary to use force to implement collectivisation? (2 x 2) (4)
- 1.3.3 What, according to the source, were the consequences of Collectivisation. (2 x 1) (2)

1.4 Study Source 1D

- 1.4.1 Why do you think this article appeared on the front page of the Chicago American Newspaper? (2 x 2) (4)
- 1.4.2 Explain the usefulness of this source to a historian studying collectivisation under Stalin from 1928 – 1932. (2 x 2) (4)
- 1.5 Compare Source 1C and 1D. Explain how the information in Source 1C supports the evidence in Source 1D regarding the effects of collectivisation. (2 x 2) (4)
- 1.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT LINES (80 Words) explaining how Stalin implemented collectivisation during the First Five-Year Plans in Russia from 1928 – 1932? (8)

[50]

QUESTION 2: HOW DID ROOSEVELT’S NEW DEAL BRING RELIEF TO THE AMERICAN PEOPLE DURING THE 1930’S?

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

2.1 Refer to Source 2A

- 2.1.1 What, according to the source, did the people of America want more than anything else? (2 x 1) (2)
- 2.1.2 Mention TWO basic needs in the source, that American families were unable to meet due to unemployment soaring. (2 x 1) (2)
- 2.1.3 Define the concept *relief* in the context of Roosevelt’s New Deal. (1 x 2) (2)
- 2.1.4 Explain why a historian would regard this source as reliable when researching events leading to Roosevelt’s victory. (2 x 2) (4)

2.2 Read Source 2B

- 2.2.1 What, according to the source, were the conditions in the United States when Roosevelt was sworn in as president in 1933? (4 x 1) (4)
- 2.2.2 Comment on what is implied by the words, “This is no unsolvable problem if we face it wisely and courageously” in the context of the effects of the Great Depression. (1 x 2) (2)
- 2.2.3 Comment on why you think the money for the Civilian Conservation Corps was paid directly to their families. (2 x 2) (4)

2.3 Use Source 2C

- 2.3.1 Explain why you think this photograph was taken. (1 x 2) (2)
- 2.3.2 Using the information in the source and your own knowledge, explain why Roosevelt decided to use many young men in the Civilian Conservation Corps (CCC) projects. (2 x 2) (4)
- 2.4 Refer to Source 2B and 2C. Explain how the information in Source 2B supports the evidence in Source 2C regarding the work of the Civilian Conservation Corps. (2 x 2) (4)

2.5 Consult Source 2D

- 2.5.1 According to the source, give TWO accomplishments of the Civilian Conservation Corps. (2 x 1) (2)
- 2.5.2 Explain why you would think the CCC was one of the greatest accomplishments of the New Deal programs. (2 x 2) (4)
- 2.5.3 Using the information in the source and your own knowledge, explain why the CCC was terminated in 1942. (1 x 2) (2)
- 2.5.4 Explain what conclusion can be drawn on the legacy of the Civilian Conservation Corps. (2 x 2) (4)
- 2.6 Using the information in the relevant sources and your own knowledge write a paragraph of about EIGHT lines (about 80 words) explaining how Roosevelt's New Deal brought relief to the American people during the 1930's. (8)

[50]

QUESTION 3: WHAT WAS THE IMPACT OF PSEUDO-SCIENTIFIC RACE THEORIES ON NAZI RACIAL POLICIES IN THE 1930's AND 1940's

Study Sources 3A, 3B, 3C and 3D and answer the following questions.

3.1 Study Source 3A

- 3.1.1 Define the concept racism in your own words. (1 x 2) (2)
- 3.1.2 Explain what is implied by Darwin's theory of evolution. (2 x 2) (4)
- 3.1.3 List FOUR reasons from the source that Social Darwinism was used for over the past century and a half. (4 x 1) (4)
- 3.1.4 Comment on why Social Darwinism cannot be applied to the human race. (2 x 2) (4)

3.2 Refer to Source 3B

- 3.2.1 What, according to the source, was the result of the implementation of the Law for the Prevention of Hereditary Diseased Offspring? (1 x 2) (2)
- 3.2.2 Define the concept eugenics in the context of Social Darwinism. (1 x 2) (2)
- 3.2.3 List FOUR categories of people who the National Socialists identified for sterilisation. (4 x 1) (4)
- 3.2.4 Use the information in the source and your own knowledge to explain how eugenics violated the human rights of non-Arians living in Germany. (2 x 2) (4)

3.3 Consult Source 3C

- 3.3.1 Why, according to the source, were members of Theresia's family brought to the Gestapo headquarters in 1941? (1 x 2) (2)
- 3.3.2 Use the information in the source, and your own knowledge to explain how the fundamental rights of babies were violated by the German eugenic programme. (2 x 2) (4)
- 3.3.3 Comment on why you think Theresia grabbed her baby and fled. (2 x 2) (4)

3.4 Use Source 3D

- 3.4.1 What do you think was the intention of the Nazi's with the publication of this photograph? (2 x 2) (4)
- 3.4.2 Explain the limitations of this photograph to historians researching Nazi racial policies in Germany during the 1940's. (1 x 2) (2)
- 3.5 Compare Sources 3C and 3D. Explain how the information in Source 3C contradicts the evidence in Source 3D, regarding the implementation of eugenics policies in Germany. (1 x 2) (2)
- 3.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT LINES (about 80 words) explaining the impact of pseudo-scientific race theories on Nazi racial policies in the 1930's and 1940's. (8)

[50]

SECTION B: ESSAY QUESTIONS

Answer at least ONE question, but no more than TWO questions in this section.

Your essay should be about THREE pages long.

QUESTION 4: COMMUNISM IN RUSSIA, 1917 TO 1940

“Lenin’s Economic Policies saved Russia from the possible revolution and total economic collapse between 1921 and 1924.”

Critically discuss the above statement. Use relevant historical evidence to support your answer.

[50]

QUESTION 5: CAPITALISM IN THE USA, 1900 TO 1940

To what extent did the Great Depression negatively affect the lives of people in the United States of America between 1929 and 1933.

Use evidence to support your line of argument with relevant evidence.

[50]

QUESTION 6: IDEAS OF RACE: CASE STUDY NAZI GERMANY

“Pseudo-scientific theories based on Social Darwinism and Eugenics negatively impacted the lives of Jews living in Germany in the 1940’s”

Do you agree with the statement? Use relevant historical evidence to support your line of argument.

[50]

ADDENDUM

QUESTION 1: HOW DID STALIN IMPLEMENT COLLECTIVISATION DURING THE FIRST FIVE YEAR PLANS IN RUSSIA FROM 1928 TO 1932?

SOURCE 1A

The extract below is an excerpt from Joseph Stalin's speech to industrial managers in 1929, combined with a witness account of collectivisation in Russia during the 1920's – 1930's.

"We are advancing full steam ahead along the path of collectivisation. The Kulaks are the sworn enemies of socialism. We must smash the kulaks as a class. Either we do this, or we cease to exist as a socialist state." – Joseph Stalin, speech to the Communist Party Congress, 1929.

A peasant from Ukraine later described the process of collectivisation: "They came with soldiers and officials, demanding that we hand over everything: grain, cattle and tools. When we refused they branded us enemies of the people. Many were taken away to Siberia or shot on the spot. I remember my father saying, "This is not progress; this is destruction." We destroyed our own crops to keep them out of the hands of the government, but it only made things worse. Hunger came, and we had nothing left."

"Stalin's primary goal in implementing collectivisation was two-fold, to consolidate control over agriculture and ensure sufficient grain production for industrialization. Small, independent farms were forcibly merged into large collective farms (kolkhozes), often accompanied by violent repression. The government confiscated land, tools, and livestock from peasants, redistributing the to the collective farms.

Kulaks, wealthier peasants who resisted collectivisation, were branded as enemies of the state. Stalin's government launched a propaganda campaign to criticize the kulaks, using slogans like "Liquidate the kulaks as a class." Many kulaks were arrested, deported, or executed.

The process faced widespread resistance from peasants who destroyed crops and livestock rather than surrendering them to the state. Stalin responded by deploying armed forces to suppress opposition, leading to famine in some areas. Despite this, the government reported exaggerated successes, claiming collectivisation had modernised agriculture and met its goals, even as millions perished due to starvation and harsh conditions."

Dmitiev, I. (1993). [Oral testimony recorded in "The Voices of Famine," edited by Petrov, 1989. Accessed on 12 May 2025]

SOURCE 1B

The source below was taken from an audio book called *Stalin: The Court of the Red Tsar* written by Simon Sebag Montefiore. It is an extract of a speech Stalin made on 2 December 1929. In it, he gives reasons why it was necessary to transform a backward and small Russian peasant economy.

Can we advance our socialised industry at an accelerated rate while we have such an agricultural basis as small-peasant economy, which is incapable of expanded reproduction, and which, in addition, is the predominant (main) force in our national economy? No, we cannot. Can Soviet power and the work of socialist construction rest for any length of time on two different foundations: on the most large-scale and concentrated socialist industry, and the most disunited and backward, small-commodity peasant economy? No, they cannot. Sooner or later, this would be bound to end in the complete collapse of the whole national economy.

What, then, is the way out? The way out lies in making agriculture large-scale, in making it capable of accumulation, of expanded reproduction, and in thus transforming the agricultural basis of the national economy. But how is it to be made large-scale?

There are two ways of doing this. There is the capitalist way, in which is to make agriculture large-scale by implanting capitalism in agriculture – a way which leads to the impoverishment of the peasantry and to the development of capitalist enterprises in agriculture. We reject this way as incompatible (mismatched) with Soviet economy.

There is another way: the socialist way, in which is to introduce collective farms and state farms into agriculture, the way which leads to uniting the small peasants' farms into large collective farms, employing machinery and scientific methods of farming, and capable of developing further, for such farms can achieve expanded reproduction. And so, the question stands as follows: either one way or the other, either back – to capitalism, or forward – to socialism. There is not, and cannot be, any third way.

[From: Stalin's Collectivisation of Agriculture (Spartacus-educational.com). Accessed on 12 May 2025]

SOURCE 1C

The source below describes the implementation and hardships of collectivisation in Russia between 1928 and 1933, Joseph Stalin's policy of collectivisation aimed to transform Soviet agriculture by replacing small-scale, privately owned farms with large, state-controlled collectives.

First Phase of Collectivisation (1928-1930): Voluntary Participation

During the initial phase of collectivisation, the government framed the policy as a voluntary effort. Peasants were encouraged to pool their land, tools, and livestock to form collective farms. However, this phase was met with significant resistance. Many peasants were distrustful of the state and reluctant to give up their private land, which they saw as central to their autonomy and livelihood. Wealthier peasants, or kulaks, actively opposed collectivisation by sabotaging grain deliveries, burning crops, and slaughtering livestock rather than surrender them to the collectives. This resistance created challenges for the government's goals of increasing agricultural output and consolidating land ownership.

Second Phase of Collectivisation (1930-1933): Forced Measures

The failure of voluntary participation led to the second phase of collectivisation, marked by coercion and violence. In 1930, Stalin issued the decree of intensification, publicly blaming local officials for "excesses" in his article "Dizzy with Success" while privately escalating efforts to enforce collectivisation. The OGPU (secret police) and the Red Army played a central role, using raids, arrests, and mass deportations to force peasants into collective farms. Those who resisted were labelled as kulaks or saboteurs and faced severe consequences. The campaign of "dekulakisation" targeted both wealthy and resistant peasants. Between 1930 and 1932, approximately 1.8 million people were deported to labour camps or remote regions such as Siberia. Many died on route or succumbed to harsh conditions in exile. Entire families were stripped of their property, and children were denied access to education. State propaganda vilified kulaks as "parasites" and "hoarders", justifying the brutal tactics used against them.

Stalin's Policy of Collectivisation and the Soviet Famines: A Historical Overview – Explaining History Podcast. Accessed 18 September 2025.

SOURCE 1D

The source below is an article that appeared on headline news in an American newspaper in Chicago on 25 February 1935. It reports on the results of collectivization.



**QUESTION 2: HOW DID ROOSEVELT’S NEW DEAL BRING RELIEF TO THE
 AMERICAN PEOPLE DURING THE 1930’S?**

SOURCE 2A

The source below is extracts from Roosevelt’s speech during the first presidential election in 1932. With unemployment soaring and a fast-growing number of American families unable to meet basic needs for housing and food, Roosevelt promised the ‘New Deal to reinvigorate (re-energise) the economy, provide jobs and relieve hardship.

“What do the people of America want more than anything else? To my mind, they want two things: work, with all the moral and spiritual values that go with it; and with work, a reasonable measure of security—security for themselves and for their wives and children. Work and security—these are more than words. They are more than facts. They are the spiritual values, the true goal toward which our efforts of reconstruction should lead...

Throughout the Nation, men and women, forgotten in the political philosophy of the Government of the last years, look to us here for guidance and for more equitable opportunity to share in the distribution of national wealth.

On the farms, in the large metropolitan areas, in the smaller cities and in the villages, millions of our citizens cherish the hope that their old standards of living...have not gone forever. Those millions cannot and shall not hope in vain.

I pledge you, I pledge myself, to a new deal for the American people. Let us all here assembled constitute ourselves prophets of a new order of competence and of courage. This is more than a political campaign; it is a call to arms. Give me your help, not to win votes alone, but to win in this crusade to restore America to its own people.”

[From: <https://www.history.com/news/fdr-speeches-quotes>

SOURCE 2B

The source below, explains how Franklin D Roosevelt, USA President brought relief to the American people through the Civilian Conservation Corps (CCC) in 1933

When Franklin D. Roosevelt was sworn in as president in 1933, he took the helm of a United States brought to its knees by the Great Depression. With unemployment as high as 25 percent, millions were out of work and an entire generation of young people had lost hope in their futures, many living in makeshift shanty towns and riding the rails as hobos and drifters.

In his inaugural address, FDR latched on to an idea that was already being tested in states like California and Pennsylvania—to employ young people as an environmental army of tree planters, forest firefighters and soil conservationists.

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

On March 31, 1933, FDR signed the Federal Unemployment Relief Act, which recruited healthy unmarried young men to join what would become known as the Civilian Conservation Corps or CCC. The men, mostly uneducated and untrained, were paid \$30 a month, \$25 of which was sent directly to their families. They lived in racially segregated camps that operated under military-style rules, but they had money in their pockets and food in their bellies.

At its peak in 1935, the CCC enrolled 500,000 men at 2,600 camps across the country. The popular New Deal program was phased out by 1942 as the same young enrollees enlisted for World War II. Over its nine-year run, the CCC accomplished its dual goals of rescuing a lost generation and restoring the nation’s squandered natural wealth.

<https://www.history.com/news/civilian-conservation-corps-projects>

SOURCE 2C

The photograph below by Dave Roos, was published on May 28, 2020. It focuses on the Civilian Conservation Corps camps of men who were recruited under Federal Unemployment Relief Act to work on several projects across the country.



<https://www.history.com/news/civilian-conservation-corps-projects>

SOURCE 2D

The source below outlines the overall accomplishments of the Civilian Conservation Corps (CCC), 1933-1942

...The first accomplishment of the CCC was having 250,000 young men working within three months of its establishment--the greatest peacetime mobilization of American youth. The next major accomplishment came in the coordination and development of a nationwide state parks program, one that was instrumental in establishing the first state parks for Virginia, West Virginia, South Carolina, Mississippi, and New Mexico. In 1934, Oklahoma and Montana designated their first parklands. New parks were added, or existing parks were expanded in 17 other states, including New York, Illinois, Indiana, Iowa, California, and Michigan, as a direct result of the program. The state parks program also gave the Park Service an opportunity to set standards for park development and planning throughout the nation.. It was estimated that millions of dollars of annual losses caused by forest fires, tree diseases, insects, rodent infestation, and soil erosion were prevented by this conservation effort.

By the time the CCC was terminated in 1942 a total of 2 million enrollees had performed work in 198 CCC camps in 94 national park and monument areas and 697 camps in 881 state, county, and municipal areas. Through the CCC program 711 state parks had been established. In a public opinion poll taken shortly after the beginning of World War II, the CCC was ranked as the third greatest accomplishment of the New Deal program.

Today, people look back on the Civilian Conservation Corps as one of the most successful New Deal programs. Several organizations have been formed composed of former CCC members and people interested in the program. In almost every presidential campaign, one candidate or another proposes to inaugurate a new CCC program. In less than 10 years the CCC left a lasting legacy for America and the National Park Service. The extensive development and park expansion made possible by the CCC was in large part responsible for the modern national and state park systems.

[From https://www.nps.gov/parkhistory/online_books/ccc/ccc5.htm]

QUESTION 3: WHAT WAS THE IMPACT OF PSEUDO-SCIENTIFIC RACE THEORIES ON NAZI RACIAL POLICIES IN THE 1930's AND 1940's

SOURCE 3A

This source highlights the origins of Social Darwinism.

Social Darwinism is a loose set of ideologies that emerged (began) in the late 1800s in which Charles Darwin's theory of evolution by natural selection was used to justify certain political, social, or economic views. Social Darwinists believe in 'survival of the fittest' – the idea that certain people become powerful in society because they are innately better.

Social Darwinism has been used to justify imperialism, racism, eugenics and social inequality at various times over the past century and a half. According to Darwin's theory of evolution, only the plants and animals best adapted to their environment will survive to reproduce and transfer their genes to the next generation. Animals and plants that are poorly adapted to their environment will not survive to reproduce. Charles Darwin published his notions on natural selection and the theory of evolution in his influential 1859 book, *The Origin of Species*.

Darwin's theory of evolution by natural selection was a scientific theory focused on explaining his observations about biological diversity and why different species of plants and animals look different. Yet in an attempt to convey his scientific ideas to the British public, Darwin borrowed popular concepts, including 'survival of the fittest', from sociologist Herbert Spencer and; 'struggle for existence' from economist Thomas Malthus, who had earlier written about how human societies evolve (change) over time.

[From: <https://www.history.com/topics/early-20th-century-us/social-darwinism>. Accessed on 18 September 2025]

SOURCE 3B

This extract explains how eugenics policies were implemented in Germany.

On July 14, 1933, the National Socialists introduced the Law for the Prevention of Hereditarily Diseased Offspring. As a result, hundred of thousands of people were forcibly sterilised. Others were murdered. By the summer of 1933, the Nazis had Germany firmly in their grip. With this newfound power, the far-right party decided to mould German society in the image of its own making.

The law stated that people suffering from particular illnesses could be forcibly sterilised in order to prevent the spread of hereditary diseases. Followers of the eugenics movement believed that the German population could be genetically 'improved' and welcomed the law. For the victims of forced sterilisation, this violent physical intrusion (disturbance) meant a life without the possibility of having children. Many were heavily traumatised and suffered their entire lives.

The National Socialists hoped to realise the dream of 'master race' in which 'diseased' and 'weak' people had no place. The new law listed the types of 'illness' that warranted the sterilisation of carriers. This list included congenital mental deficiency, schizophrenia, epilepsy, hereditary deafness and blindness, as well as people with 'any severe hereditary deformity' and alcoholics. "One cannot say that it was the 'evil' Nazis alone," said Christiane Rothmaler, a doctor and historian who has spent many years researching the history of forced sterilisation. She knows that the issue of eugenics was already being discussed in the 19th century.

[From: <https://www.dw.com/en/remembering-the-victims-of-nazi-eugenics/a-16945569> Accessed on 20 September 2025

SOURCE 3C

This source explains the effects of Germany's sterilisation policy on non-Arians in Germany in the 1940s.

Rita Reinhardt Seibel is the daughter of Gabriel and Theresia Reinhardt. She and her sister, Rolanda, were born March 3, 1943, in Wuerzburg, where her parents were both working in the Stadt Theatre. In 1941 several members of Theresia's family were brought to Gestapo headquarters where they were forced to sign sterilisation authorisation forms. They were threatened with deportation if they refused. Before Theresia's sterilisation was scheduled, she made a conscious decision with her boyfriend, Gabriel, to get pregnant.

By the time she was called in for the procedure, she was three months pregnant with twins. When this was discovered by the racial hygienists, she and her family were detained and word was sent to Berlin to determine what should be done. The response was that Theresia should be allowed to continue the pregnancy on condition that the babies would be turned over, upon their birth, to the clinic at the University of Wuerzburg. There, Dr Werner Heyde, professor of neurology and psychiatry, and a key member of the Nazi euthanasia program was conducting research on twins. The twins were born in the presence of Dr Heyde at the University of Wuerzburg. They were allowed brief stays at home with their parents, but generally were confined to the clinic.

...Theresia and Gabriel received notices to report for deportation. The babies were not included, and Theresia immediately went to the clinic to see them. When she arrived, she was told she could not see them, but Theresia pushed her way in. She found Rolanda lying dead in a ward with a bandaged head, the victim of experiments with eye colouration. Hysterical at this discovery, Theresia grabbed the surviving twin, Rita, and fled.

[From: <https://www.prezi.com>. Accessed on 27 September 2025]

SOURCE 3D

This source depicts Gabriel and Theresia Reinhardt, a Sinti couple, pushing their twin children in a baby carriage, Rolanda and Rita, along the Domstrasse in Wuerzburg under Nazi escort during a propaganda photo shoot in April 1943.





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SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: HOW DID STALIN IMPLEMENT COLLECTIVISATION DURING THE FIRST FIVE YEAR PLANS IN RUSSIA FROM 1928 TO 1932?

1.1 Source 1A

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

- To consolidate control over agriculture and ensure sufficient grain production for industrialization. (1 x 2) (2)

1.1.2 *[Definition of concept from source 1A – L1]*

- Someone who promotes the idea that the economy should be in the hands of the state.
- Someone who is against private ownership of wealth.
- Any other relevant response. (1 x 2) (2)

1.1.3 *[Interpretation of evidence from source 1A – L2]*

- Peasants resisted collectivization by destroying crops but ended up exacerbating famine.
- Reflects desperation and the failure of resistance strategies against Stalin's policies.
- Any other relevant response. (2 x 2) (4)

1.1.4 *[Extraction of evidence from source 1A – L1]*

- Kulaks were branded as enemies of the state.
- Many peasants faced arrests, deportations, or executions. (2 x 1) (2)

1.2 Source 1B

1.2.1 *[Interpretation of evidence from source 1B – L2]*

- Modernising agriculture to produce enough crops to sell outside the country.
- Profit generated from sale of crops would buy new machines for industry
- Eradicating all the elements of capitalism by taking full control of production
- Stalin aimed to centralise agriculture through collective farms
- He rejected capitalist methods, instead employing mechanised farming to support industrial growth.
- Any other relevant response

(2 x 2) (4)

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

- Making agriculture large-scale

(1 x 1) (1)

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

- Capitalist way
- Socialist way

(2 x 1) (2)

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

- His leadership was characterised by authoritarianism
- He is manipulative as he asks rhetorical questions and answers himself.
- Any other relevant response

(2 x 2) (4)

1.2.5 *[Extraction of evidence from source 1B – L1]*

- “We reject this way as incompatible with Soviet economy.”

(1 x 1) (1)

1.3 Source 1C

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

- First phase from 1928 – 1933 involved voluntary formation of collective farms.
- The second phase from 1928 – 1933 was much more forceful.

(2 x 1) (2)

1.3.2 *[Interpretation of evidence from source 1C – L2]*

- Some peasants refused to join the farms
- Many resented losing land, implements and livestock into a new farm.
- They did not want to lose their freedom
- Wages paid on farms were low
- Any other relevant response

(2 x 2) (4)

1.3.3 *[Extraction of evidence from source 1C-L1]*

- Widespread famine
 - Mass deportation to Siberia
 - Increased state control over agriculture
- (2 x 1) (2)

1.4 Source 1D

1.4.1 *[Interpretation of evidence from source 1C – L2]*

- It was a newsworthy story because it highlighted the failure of Stalin's policy collectivization.
 - The USA wanted to expose Russian communism as a disaster/failure/discredit communism.
 - To highlight to the world the dire consequences of collectivisation in Russia
 - It was a propaganda campaign to spread negative effects of collectivization
 - Any other relevant response
- (2 x 2) (4)

1.4.2 *[Determining usefulness of source 1D- L3]*

- Provides insight into international perceptions of Stalin's policies.
 - Provides insight into the failures of collectivisation.
 - Provides insight into the deaths that came as a result of a famine that was caused by collectivisation.
 - Any other relevant response
- (2 x 2) (4)

1.5 *[Comparison of sources 1C and 1D to show similarities – L3]*

- In Source 1C it is mentioned that agricultural produce declined and in Source 1D the headline suggests that peasants and animals starved due to a famine.
 - Source 1C mentions that grain was taken forcefully from peasants to feed urban populations and source 1D highlights that people and animals starved as a result of requisitioning of crops
 - Both highlight famine and repression as outcomes of collectivisation.
 - Source 1C describes the process, while Source 1D focuses on the results.
 - Any other relevant response.
- (2 x 2) (4)

1.6 *[Interpretation, evaluation and synthesis from relevant sources -L3]*

- Stalin argued that Russian economy was backwards (own knowledge)
- It was made up of a small peasant economy (1B)
- Wanted to transform Russian industry, to do this he needed funds from a sound agricultural economy.
- Stalin wanted Russia to compete with USA/western economies

- Collective farms were created, the sovkhos and kolkhoz (own knowledge)
- The state provided seeds, tractors and fertilizers to ensure successful production (1B)
- At the beginning collectivization was a voluntary process but later became violent when peasants opposed it (1B)
- Police were sent to forcefully requisition crops from the kulaks (1C)
- Peasants did not want to lose their freedom, land, livestock and implements to collective (own knowledge)
- They burnt their crops and slaughtered their livestock in response (1C)
- Famine, starvation and death of millions became the order of the day (1C and 1D)
- Any other relevant response

(8)

Use the following rubric to allocate marks:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. shows little or no understanding of how Stalin implemented collectivisation during the First Five Year Plans in 1928 – 1932. • Uses evidence partially 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 extent on the topic, e.g. shows some understanding of explaining how Stalin implemented collectivisation during the First Five Year Plans in 1928 – 1932. • 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 explaining how Stalin implemented collectivisation during the First Five Year Plans in 1928 – 1932. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	MARKS 6–8

QUESTION 2: HOW DID ROOSEVELT'S NEW DEAL BRING RELIEF TO THE AMERICAN PEOPLE DURING THE 1930'S?

2.1 Refer to Source 2A

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

- Work (2 x 1) (2)
- Security

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

- Housing (2 x 1) (2)
- Food

2.1.3 *[Defining a historical concept from Source 2A- L1]*

- Immediate economic aid /help for the American people during the Great Depression
- Roosevelt's new deal that reduced the hardships of Great depression by giving American people jobs through the relief programmes.
- Roosevelt's new deal that assisted the unemployed young men of America by giving the jobs through projects like the CCC.
- Any other relevant answer (1 x 2) (2)

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

- A Primary source, extracts of Roosevelt's speech/ exact words during the 1932 elections.
- Roosevelt was a candidate during the 1932 elections.
- The Date in the source corresponds with the date of the American elections.
- Any other relevant response. (2 x 2) (4)

2.2 Read Source 2B

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

- Unemployment as high as 25 percent /Millions were out of work.
- An entire generation of young people had lost hope.
- Many living in makeshift shanty towns.
- Riding the rails as hobos and drifters (4 x 1) (4)

- 2.2.2 *[Interpretation of evidence from Source 2B – L2]*
- The economy of the United States can be revived through commitment.
 - The unemployment rate can be reduced, and poverty can be eradicated through projects.
 - Any other relevant response
- (1 x 2) (2)

- 2.2.3 *[Interpretation of evidence from Source 2B – L2]*
- To help relief the families from poverty
 - The Civilian Conservation Corps stayed and ate in camps.
 - Any other relevant response
- (2 x 2) (4)

2.3 Use Source 2C

- 2.3.1 *[Interpretation of evidence from Source 2C – L2]*
- To show the CCC camps of men who were employed by Roosevelt under federal Unemployment relief Act.
 - To give hope to the American people during the time of the great depression.
 - Any other relevant response
- (1 x 2) (2)

- 2.3.2 *[Interpretation of evidence from Source 2C – L2]*
- Many young men were unemployed during the Great Depression.
 - He wanted to eradicate poverty in America
 - He wanted to give relief to their families.
 - Any other relevant response.
- (2 x 2) (4)

- 2.4 *[Comparison of sources 2B and 2C to show similarities – L3]*
- Source 1B states that Roosevelt recruited healthy unmarried young men to join the CCC and Source 1C shows the young and healthy men at the CCC camps.
 - Source 1B states that the CCC enrolled 500 000 men at 2600 camps and Source 1C shows a large number of young men at the camps.
 - Any other relevant response
- (2 x 2) (4)

2.5 Consult Source 2D

- 2.5.1 *[Extraction of evidence from Source 2D – L1]*
- Having 250.000 young men working within three months of its establishment
 - The coordination and development of a nationwide state parks program
- (2 x 1) (2)

- 2.5.2 *[Interpretation of evidence from Source 2D -L2]*
- Many people/ young men were employed to work on the CCC programs.
 - The CCC relieved starvation during the great Depression.
 - The CCC performed work in 94 national park and monument areas.
 - 711 state parks had been established through the CCC programs.
- (2 x 2) (4)

- 2.5.3 *[Interpretation of evidence from Source 2D -L2]*
- The country had to focus on the second world War.
 - The young men who were recruited by the CCC were redirected to participate in the second world war.
 - Any other relevant response
- (1 x 2) (2)

- 2.5.4 *[Explanation of evidence from Source 2D – L2]*
- The CCC left a legacy on the establishment of the National parks.
 - The CCC were firefighters who worked tirelessly in the forests.
 - The CCC programs eradicated poverty in the United States
 - Any other relevant response
- (2 x 2) (4)

- 2.6 *[Interpretation, evaluation and synthesis from relevant sources -L3]*
- Roosevelt promised the new deal to the American people during the elections in 1932 (Source 1 A)
 - The main priority was work and security for the American people.
 - The New deal employed young people as environmental army of tree planters, forest fire fighters and soil conservationists (Source 1 B)
 - The Federal Unemployment relief act was signed in 1933 and recruited young men to join the Civilian conservation Corps. (Source 1B)
 - The money earned by the CCC was sent directly to their families to relief poverty. (Source 1B)
 - The CCC enrolled 500 000 men at 2600 camps across the country. This means that unemployment was eradicated (Source 1B)
 - Civilian Conservation Corps worked on several projects across the country (Source 1C)
 - About 250 000 young men were recruited by Roosevelt within three months (Source 1D)
 - Nationwide state parks were established through relief projects across the country (Source 1D)

- 711 state parks were established through the CCC program.
- Roosevelt's new deal helped improve the lives of the American people suffering from the effects of the Great Depression (Own Knowledge)
- Roosevelt declared a four-day bank holiday to stop people from withdrawing money and passed the emergency banking act to reorganize banks (Own Knowledge)
- Any other relevant response

(8)

[50]

Use the following rubric to allocate marks:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. shows little or no understanding of explaining how Roosevelt's new deal brought relief to the American people during the 1930s? • Uses evidence partially 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 extent on the topic, e.g. shows some understanding of explaining how Roosevelt's new deal brought relief to the American people during 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 explaining how Roosevelt's new deal brought relief to the American people during the 1930s? • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	MARKS 6–8

QUESTION 3: WHAT WAS THE IMPACT OF PSEUDO-SCIENTIFIC RACE THEORIES ON NAZI RACIAL POLICIES IN THE 1930's AND 1940's

3.1 Study Source 3A

3.1.1 *[Definition of a concept in your own words from Source 3A – L1]*

- Deliberate prejudice, discrimination or hatred against people because of their colour, ethnicity or nationality
- Any other relevant response (1 x 2) (2)

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

- Animals that can adapt to their environment have a better chance of survival
- Animals that can adapt to their environment have a better chance of reproduction at the expense of other
- Any other relevant response (2 x 2) (4)

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

- Justify imperialism
- Justify racism
- Justify eugenics
- Justify social inequality
- Any other relevant response (4 x 1) (4)

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

- It was research done on animals and not on humans
- There is no scientific proof that one race is superior to the other
- Any other relevant response (2 x 2) (4)

3.2 Refer to Source 3B

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

- Thousands of people were forcibly sterilised (1 x 2) (2)

3.2.2 *[Definition of a historical concept from Source 3B – L2]*

- The belief that the human race can be improved through selective breeding
- Any other relevant response (1 x 2) (2)

- 3.2.3 *[Extraction of evidence from Source 3B – L1]*
 People with:
- Congenital mental deficiency
 - Schizophrenia
 - Epilepsy
 - Hereditary deafness and blindness
 - Any severe hereditary deformity
 - Alcoholics
- (4 x 1) (4)

- 3.2.4 *[Interpretation of evidence from Source 3B – L2]*
- No freedom of choice
 - No freedom to live
 - No freedom to determine your own future
 - No freedom to reproduce
 - Any other relevant response
- (2 x 2) (4)

3.3 Consult Source 3C

- 3.3.1 *[Extraction of evidence from Source 3C – L1]*
- They were forced to sign sterilisation authorisation forms.
- (1 x 2) (2)

- 3.3.2 *[Interpretation of evidence from Source 3C-L2]*
- Babies were separated from their parents and handed over.
 - Babies denied the opportunity to bond with their mother
- (2 x 2) (4)

- 3.3.3 *[Interpretation of evidence from Source 3C – L2]*
- She was afraid that they might kill the other twin.
 - She did not want them to continue their research on her child
 - She was afraid that she might never see her child again
 - It was her legitimate right to raise her child
 - Any other relevant response
- (2 x 2) (4)

3.4 Use Source 3D

- 3.4.1 *[Interpretation of evidence from Source 3D- L2]*
- To indicate to the world that the eugenics practices were accepted by non-Arians
 - To mislead the public
- (2 x 2) (4)

- 3.4.2 *[Determining the limitations of Source 3D – L3]*
- Bias towards the German medical practitioners
 - It does not depict the pain and anger that the couple endured
 - It was a propaganda photoshoot – meaning they were forced to pose for the picture
 - It puts eugenics in a positive light
 - Any other relevant response
- (1 x 2) (2)

3.5 *[Comparison of information from Source 3C and 3D – L3]*

- In Source 3D the couple looks very happy about the eugenics program whilst in Source 3C states that the couple was forced to sterilise
- Source 3C states that they were forced to give up their children whilst Source 3D shows that they are the custodians of their children.
- Source 3C mentions that one of the twins died as a result of the eugenics experiment whilst Source 3D shows the couple pushing both their children in a pram.
- Any other relevant response

(1 x 2) (2)

3.6 *[Interpretation, analysis and synthesis from relevant sources -L3]*

- Social Darwinism theories applied to the human race (3A)
- 'Survival of the fittest' – the idea that certain people become powerful in society because they are innately better (3A)
- Law for the Prevention of Hereditary Diseased Offspring – hundreds of thousands of people were forcibly sterilised (3B)
- Sterilisation to prevent the spread of hereditary diseases. (3B)
- Led to a life without the possibility of having children (3B)
- Many were heavily traumatised and suffered their entire lives (3B)
- All non-Arians were subjected to sterilisations (3B)
- Gabriel and Theresia Reinhard were forced to give up their children (3C)
- The twins were experimented on and one died (3C)
- Theresia grabbed the remaining twin and fled (3C)
- Gabriel and Theresia Reinhard were forced to take propaganda photos to rally support for eugenics programmes (3D)
- Any other relevant response.

(8)

[50]

Use the following rubric to allocate marks:

LEVEL 1	<ul style="list-style-type: none"> • Uses evidence in an elementary manner, e.g. shows little or no understanding of the impact of Pseudo-Scientific theories on Nazi Racial policies in the 1930s and 1940s. • Uses evidence partially or cannot write a paragraph. 	MARKS 0–2
LEVEL 2	<p>Evidence is mostly relevant and relates to a great extent on the topic, e.g. shows some understanding of explaining the impact of Pseudo-Scientific theories on Nazi Racial policies in the 1930s and 1940s.</p> <ul style="list-style-type: none"> • Uses evidence in a very basic manner to write a paragraph. 	MARKS 3–5
LEVEL 3	<p>Uses relevant evidence, e.g. demonstrates a thorough understanding of explaining the impact of Pseudo-Scientific theories on Nazi Racial policies in the 1930s and 1940s.</p> <ul style="list-style-type: none"> • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	MARKS 6–8

SECTION B: ESSAY QUESTIONS

QUESTION 4: COMMUNISM IN RUSSIA, 1917 TO 1940

SYNOPSIS

Candidate will critically discuss how Lenin's Economic Policies saved Russia from a possible revolution and total economic collapse in 1921

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should explain their line of argument and how they intend to answer the question.

ELABORATION

CIVIL WAR

- 1918 Civil war between Lenin's Reds and his opposition Whites
- Reds won that war – why – the role of Trotsky
- Cheka eliminated enemies (Red Terror)
- War Communism – state control over economy
- All food and ammunition were given to the Red Army

WAR COMMUNISM

- State control over economy
- Private ownership (capitalism) abolished
- Food patrols collected grain sometimes by force
- Was dictated by military needs, considerations and conditions of the Red Army. The result – peasants resisted communism by producing for their own consumption
- This led to famine – 5 million people died of starvation
- Led to peasant strikes
- Bolsheviks became unpopular
- Communism has failed
- To remain in power Lenin abandoned war communism

NEW ECONOMIC POLICY

- Introduced his New Economic Policy
- THE NEP – was a compromise with capitalism
- It allowed private ownership on a limited scale
- Capitalist features – peasants could sell their surplus on open market after they gave the state their quota
- Kulaks were wealthy peasants – classes created

- Industries were privatised but owners lost their right to vote
 - Incentive bonuses were given to increase production
 - This led to a wealthy group of industrialists called Nep men
 - Incentive bonuses given to increase production
 - Banks gave loans to prospective businessmen
 - Kulaks could hire workers and lease land
 - Tax paid in cash
 - Income and property tax were introduced on urban dwellers
 - Trade agreements signed with other capitalist countries
 - This encouraged foreign investment
 - Results – an economic success
 - Split communist thinking
 - Any other relevant response.
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

QUESTION 5: CAPITALISM IN THE USA, 1900 TO 1940

SYNOPSIS

Learners need to state to what extent the Great Depression negatively affected the lives of people in the United States of America between 1929 and 1933.

INTRODUCTION

Learners must take a stand in relation to the statement that the Great Depression negatively affected the lives of people in the United States of America between 1929 and 1933.

ELABORATION

Economic Collapse

- Bank Failures: Widespread collapse of banks led to loss of savings
- Plummeting demand: Overproduction caused prices to crash (e.g. agricultural goods)
- Business closures: Many companies shut down, leading to mass retrenchments.
- Unemployment: No social security or unemployment insurance left millions jobless.

Impact on farmers:

- Dust Bowl (1930's): Drought and poor farming practices destroyed crops and soil.
- Farm abandonment: Falling prices and unpaid loans forced farmers to leave land
- Overproduction crisis: Agricultural surplus worsened economic collapse

Social Consequences:

- Homelessness: Families evicted for unpaid rent/mortgages moved to informal settlements
- Hoovervilles: Shanty towns built by the homeless, named after President Hoover
- Desperation: Suicides surged due to financial ruin; breadlines formed for charity food.
- Dust Bowl migration: Farmers fled to cities or other states in search of work.

Government response

Hoover's policies: Relied on self-reliance and individualism: limited federal aid

Roosevelt's New Deal (1932): Promised a "New Deal for the forgotten man" to restore hope.

- Wall street crash brought shockwave to the people of the USA
- There was a high unemployment. Manufacturers began to dismiss employees. By 1932, 14 million American employees were already unemployed.
- Americans had lost confidence in the capitalist system.

- An economic collapse followed after stockbrokers began to recover outstanding debts.
- Investors were unable to meet their debts.
- Banks were short of money and people withdrew their deposits, causing many banks to close their doors
- There was loss of life savings and investments
- Americans lost confidence in the banking system and preferred to keep their savings at home.
- American foreign trade suffered a very severe reverse when the European countries took measures to protect their own industries by excluding American goods.
- European investors also withdrew their capital from the USA.
- Consequently, the downward trend of the American economy continued, while the unemployment figure soared.
- There was no social security or unemployment insurance in the USA. The unemployed had to rely on charity.
- Soup kitchens and bread queues became common sights in the cities.
- Informal settlements, known as Hoovervilles, sprang up.
- Farmers lost profit due to overproduction and drop of food prices.
- Farmers simply abandoned their farms to dodge payment of mortgages. (and this increased unemployment as farm workers lost their jobs)
- Luxury flats in cities remained unoccupied.
- Passenger trains throughout the country were not in use.
- The ineffective measures of the Hoover administration increased the collapse of the economy.
- Some people became homeless leading to the formation of shanty towns like Hoovervilles.
- Some people committed suicide as they could not withstand the effects of the depression.
- Some people depended on soup kitchens for food
- Theft/Crime increased
- Roosevelt became President of the USA in 1933. In his election campaign. Roosevelt outlines a comprehensive scheme which would lead to the economic recovery of the USA.
- Any other relevant response

CONCLUSION: Candidates must tie up their argument with a relevant conclusion.

[50]

QUESTION 6: IDEAS OF RACE: CASE STUDY NAZI GERMANY

SYNOPSIS

Learners should indicate whether they agree/disagree with the statement that Pseudo-Scientific theories based on Social Darwinism and Eugenics had a negative impact on the lives of non-Aryans living in Germany.

INTRODUCTION

Learners should indicate if they agree/disagree if pseudo-scientific theories based on Social Darwinism and Eugenics impacted the lives of Jews living in Germany. They must also indicate how they intend to support their line of argument.

ELABORATION

Causes

- Social Darwinism believes that there is a hierarchy of human species into 'races'
- Social Darwinism is a false application of Darwin's ideas such as adaption of natural selection.
- Social Darwinism does not believe in the principle of equality of all human beings.
- It states that some human beings are biologically superior to others.
- The strongest or fittest should survive and flourish in society.
- The weak and unfit should be allowed to die.
- The strongest nation was fittest, therefore the best, and consequently had an inherent right to rule.
- It was therefore natural, normal, and proper for the strong to thrive at the expense of the weak.
- White Protestant Europeans had evolved much further and faster than other 'races'
- So-called 'white civilised' industrial nations that had technologically advanced weapons had the moral right to conquer and 'civilise' the 'savage blacks' of the world.
- Social Darwinism was used to rationalise imperialism, colonialism, racism and poverty.
- Eugenics was one of the pillars of Nazi ideology, and in Nazi Germany state-run eugenics programs were practiced.
- Eugenics believed in the study of human improvement by genetic means.
- Planned human betterment through selective mating.
- Mental qualities (such as genius and talent) are inherited.
- Conscious intervention to avoid over-breeding by 'less fit' members of society and the under-breeding of the 'more fit' ones.
- Anti-Jewish Nazi Laws and decrees
- Hitler wanted to make Nazi Germany Judenrein (free of Jews)
- Rather, anti-Jewish oppressive measures were slowly introduced to exclude Jews from all aspects of German life.
- Anti-Semitic laws went hand in hand with state violence and terror.

- Jewish businesses were boycotted.
- All Jews had to wear a yellow Star of David badge to make them easy to identify.
- Jews were dismissed from the civil service.
- Jews were expelled from all schools and universities.
- Jews were stripped of all citizenship rights
- Marriage or sexual relations between Jews and 'Aryans' was forbidden.
- Jews were forbidden in certain places (for example, Jews were forced to sit on separate benches, were not permitted to use public facilities, travel on trains, or attend opera, theatre or cinema, were not admitted to restaurants, hotels, shops or hospitals)
- After June 1938, the Nazis began the systematic expropriation of Jewish property.
- Jews were the main targets of genocide.
- The following people were also considered 'inferior' and 'undesirable', and were sterilised, sent to concentration camps or killed:
 - Sinti and Roma (gypsies)
 - Mentally and physically disabled patients
 - Jehovah's witnesses
 - Black people and people of 'mixed marriages'
 - Criminals
 - Opponents of the Nazi's
- In 1941 the Nazis implemented the 'final solution to the Jewish question'.
- They decided to murder every Jewish man, woman and child in Europe.
- Men, women and children were rounded up and shot by firing squads in and buried in mass graves.
- But shooting by firing squads was inefficient and too personal for the killers.
- Mass 'extermination' by gas – large numbers of Jews killed.
- Six 'Death Camps' were established – all were situated in Poland.
- Gas vans and Gas chambers were constructed at the death camps.
- Any other relevant response

CONCLUSION: Learners should tie up their argument with a relevant conclusion

[50]

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