



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 11

**HISTORY P1
EXEMPLAR 2013
MEMORANDUM**

MARKS: 150

This memorandum consists of 19 pages.

SECTION A: SOURCE-BASED QUESTIONS**QUESTION 1: WHAT WERE THE CONSEQUENCES OF LENIN'S NEW ECONOMIC POLICY (NEP) IN THE SOVIET UNION DURING THE 1920s?**

1.1

1.1.1 *[Extract relevant information from Source 1A – L1]*

- It ensured the Communists won the Civil War (1 x 2) (2)

1.1.2 *[Explaining historical concepts from Source 1A – L1]*

(a) War Communism

- Policy where the government took control of the economy and used nationalisation and central planning (1 x 2) (2)

(b) Capitalism

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

1.1.3 *[Extract relevant information from Source 1A – L1]*

- Famine
- 7.5 million Russian died of hunger and disease
- Discontent with Communist rule
- USA had to come to Russia's aid
- The communists won the Civil War (any 2 x 1) (2)

1.2

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

- It was a failure (1A)
- Destroyed the Russian economy (Own knowledge)
- Industrial production had dropped (own knowledge)
- Led to workers opposition (own knowledge/ 1A)
- 7.5 million died (according to Source 1A)
- Led to Kronstadt mutiny (own knowledge)
- Any other relevant response (any 1 x 2) (2)

1.2.2 *[Extract relevant information from Source 1B – L1]*

(a)

- Private enterprise was allowed

(b)

- Farmers could sell their produce to the state or sell it on the open market

(c)

- Large scale industry remained state owned

(d)

- Currency was back on a sound footing (4 x 1) (4)

- 1.3 *[Compare and contrast interpretations and perspectives presented in Sources 1A and 1B to reach a conclusion – L3]*
- War Communism: State controlled economy; NEP: mixed economy / elements of capitalism re-introduced.
 - War Communism: All land and industry was nationalised; NEP: Some private ownership of small businesses allowed
 - War Communism: an economic failure + lost support of peasants; NEP: economic success, won back support of many in Soviet Russia
 - Any other relevant comparison (3 x 2) (6)
- 1.4
- 1.4.1 *[Interpretation of information from Source 1C – L2]*
- War Communism was a failure
 - The dislocation of communities / refugees / men at war due to WWI (1914-1918) + peasants refused to plant crops due to requisitioning (during Civil War 1918-24) (1 x 2) (2)
- 1.4.2 *[Interpretation of information from Source 1C – L2]*
- Farmers were against the policy of War Communism
 - Slaughtered their cattle and pigs
 - Any other relevant response (possibly figures are unavailable due to the disruptions in the countryside and lack of adequate official records – it is not obvious as to why there are no figures) (any 1 x 2) (2)
- 1.4.3 *[Interpretation of information from Source 1C – L2]*
- Coal production increased from 0.2-3 million tonnes
 - Grain production increased from 37-77 million tonnes
 - Russian economy grew
 - Increase in production
 - Was able to export hence more money came into the country
 - Any other relevant response (2 x 2) (4)
- 1.5
- 1.5.1 *[Interpretation of information from Source 1D – L2]*
- It was a success (1 x 2) (2)
- 1.5.2 *[Interpretation of information from Source 1D – L2]*
- (a) Communist
- Were offended/disappointed by policy/opposed it on an ideological basis (went against pure communist)
- (b) Traders
- They grew prosperous / took advantage of new opportunities
- (c) Workers
- Some flourished, made profits, benefitted from new jobs and more plentiful supply of food. (3 x 2) (6)

1.5.3 *[Extract relevant information from Source 1D – L1]*

(a)

- Everywhere run down and half ruined buildings

(b)

- Buildings were redecorated and restored
- Shops, cafes and restaurants were being opened in all directions
- Any other relevant response (2 x 1) (2)

1.6 *[Compare and contrast interpretations and perspectives presented in Sources 1C and 1D to reach a conclusion – L3]*

- In Source 1C the production levels from 1921 (NEP) show increase and hence success
- In Source 1D the journalist focuses on the success of the NEP (2 x 2) (4)

1.7 *[Interpret and evaluate information from relevant Sources – L3]*

Candidates may use the following points to answer the question:

- Source 1A focuses on the failures and effects of War Communism on Russia
- Source 1B focuses on the reasons why Lenin introduced the NEP. Also highlights what the NEP entailed
- Source 1C depicts the production figures in coal, cattle, pigs, grain , steel between 1913 to 1929
- Source 1D highlights the successes of the NEP
- Any other relevant response

Use the following rubric to allocate 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 usefulness of all the sources for a historian studying the effects of Lenin’s NEP • Uses evidence partially to report on topic or cannot report on topic 	Marks: 0–2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic, e.g. shows an understanding of the usefulness of all the sources for a historian studying the effects of Lenin’s NEP • Uses evidence in a very basic manner 	Marks: 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence, e.g. demonstrates a thorough understanding of the usefulness of all the sources for a historian studying the effects of Lenin’s NEP • Evidence relates well to the topic • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	Marks: 6–8

(8)
[50]

QUESTION 2: DID THE NEW DEAL BRING RELIEF TO ORDINARY AMERICAN CITIZENS IN THE 1930s?

2.1

2.1.1 *[Extract relevant evidence from Source 2A – L1]*

- Values shrunk
- Taxes rose
- People couldn't pay anymore
- There was curtailment of income
- Exchange frozen
- Industry withered
- Farmers could find no markets
- Savings of many families gone
- Increased unemployment (any 3 x 1) (3)

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

- He promised to create jobs
- He promised that his government would recruit people
- He promised proper national planning
- Any other relevant response (any 2 x 2) (4)

2.2

2.2.1 *[Interpretation of evidence from a cartoon in Source 2B – L2]*

- Roosevelt (the doctor) had the remedies to help America recover (the nation)
- The Congress was there to help Roosevelt bring recovery to the nation
- Roosevelt would introduce a number of organisations to help bring recovery, reform and rehabilitation to the nation
- Any other relevant response (any 2 x 2) (4)

2.2.2 *[Extract relevant information from Source 2B – L1]*

- NRA (National Recovery Administration)
- CCC (Civilian Conservation Corps)
- AAA (Agricultural Adjustment Act)
- FERA (Federal Emergency Relief Administration)
- Any other relevant agency – name written in full (any 2 x 1) (2)

2.3 *[Compare and contrast interpretations and perspectives presented in Sources 2A and 2B to reach a conclusion – L3]*

- In Source 2A Roosevelt promises recovery and in Source 2B we see him as the 'doctor' who would heal the nation
- Roosevelt promised in Source 2A that he would create jobs and in Source 2B we see the organisations e.g. the CCC that was established to create jobs
- Any other relevant response (2 x 2) (4)

2.4

2.4.1 *[Interpretation and evaluation of information from Source 2C – L3]*

The writer thought it was a success because it was bringing employment and new opportunities to thousands of men. For example:

- She talks about the different dams e.g. Norris dam, Wilson dam, Wheeler dam
- She mentions the TVA (huge projects)
- She mentions the number of people working there (10,000 men)
- She mentions that men have been put to work and earning ‘a really living wage’
- She states that better houses being built for them than they ‘ever had in their lives’
- She refers to the new opportunities these men have to study for eg: farming, a trade
- She mentions that people are already feeling the effects of this huge project (TVA)
- Any other relevant answer (any 2 x 2) (4)

2.4.2 *[Extract relevant information from Source 2C – L1]*

- They earned a living wage
- They lived in houses
- They were studying things like farming, trades etc
- Any other relevant response (any 3 x 1) (3)

2.5

2.5.1 *[Interpretation of information from Source 2D – L2]*

- Promises of work was fulfilled in the WPA
- A lot of people were recruited by the government
- Repairing of roads took place
- Any other relevant response (any 2 x 2) (4)

2.5.2 *[Evaluate the usefulness of Source 2D – L3]*

- It is useful because it is a photograph that was taken at the time.
- It is also useful because it shows the people working at one of the projects established by the US government (You can see the sign saying USA Work Program NPA)
- It might be useful to a historian in showing that roads were repaired
- Any other relevant response (any 2 x 2) (4)

2.6

2.6.1 *[Interpret and evaluate information from Source 2E – L3]*

- Hoover was a Republican who were the opponents of the Democrats (Roosevelt’s party)
- Hoover was a firm believer that Roosevelt was introducing socialism which was against American capitalist economic system/ laissez faire policy followed by Hoover
- Any other relevant response (any 1 x 3) (3)

2.6.2 *[Explaining historical concepts from Source 2E – L1]*

- It means an absolute rule
- It means the ruler can be a tyrant

(any 1 x 2) (2)

2.6.3 *[Evaluate the reliability of Source 2E – L3]*

Candidates should indicate whether it is RELIABLE or NOT RELIABLE and support their answer with relevant evidence.

NOT RELIABLE:

- Hoover was an opponent of Roosevelt and would criticize the New Deal
- There was a lot of improvement in job creation and upliftment of the people
- Any other relevant response

This source reliably gives Hoovers opinion but is not a reliable source for evaluating the success of the New Deal.

RELIABLE:

- The New Deal was a compromise with capitalism because in a way he introduced socialism
Elements of welfare capitalism were introduced but the fundamentals of a capitalist economy were protected: Production remained for profit (to the extent that agricultural produce was destroyed rather than redistributed to the hungry), private ownership was shored up with bank relief for mortgages, farm loans etc.
- Any other relevant response

(any 2 x 2) (4)

2.7 *[Interpret and evaluate information from relevant Sources – L3]*

Candidates may use the following points to answer the question:

It brought relief because of the following SUCCESSES:

- Jobs were created
- Dams were built
- Agriculture was uplifted
- Electricity was introduced
- Any other relevant response

It did not bring relief because of the following FAILURES:

- Prices went up
- The Great Depression was not really ended because unemployment remained high until WWII
- Not everybody could make use of the electricity
- Farmworkers lost their jobs as farms were downscaled (AAA) to protect farm owners – this particularly affected rural black people in southern states.
- No provision made for improving conditions for 'Native' Americans
- Work schemes benefitted male but not female unemployed workers
- 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 explaining whether the New Deal brought relief to ordinary American citizens • Uses evidence partially to report on topic or cannot report on topic 	Marks: 0–2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic, e.g. shows an understanding of explaining whether the New Deal brought relief to ordinary American citizens • Uses evidence in a very basic manner 	Marks: 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence, e.g. demonstrates a thorough understanding of explaining whether the New Deal brought relief to ordinary American citizens • Evidence relates well to the topic • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	Marks: 6–8

(8)
[50]

QUESTION 3: HOW DID EUGENICS AND PSEUDOSCIENTIFIC RACISM INFLUENCE HITLER TO VIOLATE THE HUMAN RIGHTS OF JEWS AND GYPSIES IN GERMANY FROM 1933 TO 1945?

- 3.1
- 3.1.1 *[Extraction from Source 3A-L1]*
- New York Herald Tribune (1 x 1) (1)
- 3.1.2 *[Extraction from Source 3A-L1]*
- Adolph Hitler (1 x 1) (1)
- 3.1.3 *[Extraction from Source 3A-L1]*
- ‘The Shame of Nuremberg’ (1 x 2) (2)
- 3.1.4 *[Interpretation of Source 3A-L2]*
- Because they believed that this would keep German blood pure
 - To prevent Jews from being part of the ‘German race’
 - Prevent any contact between Jews and Germans
 - Any other relevant response (2 x 2) (4)
- 3.1.5 *[Extraction from Source 3A-L1]*
- The Reichstag was nothing more than a rubber stamp
 - The President asked for a unanimous approval of racial laws
 - Six hundred men gave their approval (any 2 x 1) (2)
- 3.1.6 *[Explanation of a historical concept-L2]*
- Candidates should include the following aspects in their response:**
- Someone with blonde hair and blue eyes
 - A category/ group of people who Hitler believed to be the Master Race
 - Hitler’s idea of a superior German race
 - People classified as Aryans must be a German speaker, but could not be Jewish (who were racially classified as ‘Semitic’) (any 1 x 2) (2)
- 3.1.7 *[Comparing of information within Source 3A-L2]*
- The Nuremberg Laws define both Jews and Gypsies as ‘inferior races’
 - Both were seen as a threat to German purity
 - The Nuremberg laws will lead to discrimination, racism and murder of both Gypsies and Jews
 - Any other relevant response (2 x 2) (4)
- 3.1.8 *[Explaining of usefulness of Source- 3A-L3]*
- The source gives an indication when (date) discriminatory practices ‘legally’ started against ‘non-Germans’
 - The source clearly indicates which practices became unlawful for those deemed to be ‘non-German’
 - The source indicates who were ‘non-German’
 - The source gives an idea of how the Nuremberg laws were received internationally (it is a newspaper from USA)
 - Any other relevant response (2 x 2) (4)

3.2

3.2.1 *[Extraction from Source 3B-L1]*

- Aryanisation (Placing Jewish property and business under German control)
- Using Jews to do hard labour in concentration camp
- Annihilation (murder) (2 x 1) (2)

3.2.2 *[Extraction from Source 3B-L1]*

- Heydrich
- SS (2 x 1) (2)

3.3

3.3.1 *[Extraction from Source 3C-L1]*

- They were fit for work
- To make space in the camp for the 'immediately impending extermination action' against the Hungarian Jews (1 x 2) (2)

3.3.2 *[Extraction from Source 3C-L1]*

- It was part of the Germans 'final solution' plan to solve the 'Jewish problem'
- They were not considered fit to work'
- To make space in the camp for the 'immediately impending extermination action' against the Hungarian Jews. (1 x 2) (2)

3.3.3 *[Extraction from Source 3C-L1]*

- Auschwitz (1 x 1) (1)

3.3.4 *[Interpretation of Source 3C-L2]*

- Forced Gypsies to be sterilized
- Threaten Gypsies with deportation
- Freedom of choice not afforded to Gypsies
- Right of life not afforded to Gypsies
- Any other relevant response (2 x 2) (4)

3.3.5 *[Extraction from Source 3C-L1]*

- Czechoslovakia (1 x 1) (1)

3.4

3.4.1 *[Interpretation of Source 3D-L2]*

- Photograph show cruelty of Germany's racial policies
- Photograph show the murder of prisoners
- Photograph show disrespect for human life
- Photograph show liberation of concentration camp by American soldiers
- Any other relevant answer (2 x 2) (4)

3.4.2 *[Interpretation of Source 3D-L2]*

- German woman is appalled by the destruction of human life
- She shows emotion to the manner in which people were murdered
- Her reaction show that some Germans were unaware of atrocities Committed by the Nazis
- Any other relevant answer (2 x 2) (4)

3.5 *[Interpretation of evidence from all sources – L3]*

Candidates should include the following aspects in their response:

- German Jews and Gypsies were deprived of their rights
- Jews and Gypsies lost their right to have any contact with Germans
- Jews and Gypsies lost their citizenship
- Jews and Gypsies lost their right to own property
- Jews and Gypsies were forced to do hard labour
- They were forced to be sterilized
- They were murdered and exterminated
- 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 the impact of Germany's racial policies on non-Germans • Uses evidence partially to report on topic or cannot report on topic 	Marks: 0–2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is mostly relevant and relates to a great extent to the topic e.g. shows an understanding of the impact of Germany's racial policies on non-Germans • Uses evidence in a very basic manner 	Marks: 3–5
LEVEL 3	<ul style="list-style-type: none"> • Uses relevant evidence e.g. demonstrates a thorough understanding of the impact of Germany's racial policies on non-Germans • Evidence relates well to the topic • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic 	Marks: 6–8

(8)
[50]

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

- 4.1 *[Plan and construct an argument based on evidence using analytical and interpretative skills - L1]*

SYNOPSIS

Candidates must indicate to what extent Stalin was able to convert Russia from a backward agricultural state into an advanced industrial state by 1939.

NB: The main aspects (bullets) must be used to address the requirements of the question and to develop the given line of argument. A mere stating of 'facts' is inadequate.

MAIN ASPECTS

- Introduction: Candidates need to indicate how they will answer the question. They also need to indicate that before the introduction of the Five Year Plans Russia was not economically self-sufficient.

ELABORATION

Use aims and measures to determine the successes of the following:

- **First Five Year Plan – Aims and Achievements**
 - Was aimed particularly at the development of heavy **industries**, e.g. the building of factories, the development of transport, etc.
 - The manufacturing of agricultural machinery was to be increased by 400%.
 - More than 1500 factories were established, e.g. tractor factories at Stalingrad and motorcar factories at Moscow.
 - Coal mining and the metallurgical industry were extended.
 - The development of hydroelectric power was a great stimulus for new industries.
 - Large cities were established.
 - The existence of 26 million peasant farmers created a problem for **agriculture**, as the size of their units did not justify the use of agricultural machinery.
 - The peasants were neither prepared to give up their ground, nor prepared to modernize.
 - Stalin decided to collectivize the small farming units in order to mechanize agriculture.
 - The peasants, and in particular the Kulaks, opposed mechanization and collectivization.
 - They would rather slaughter their animals and destroy their crops than make them available for collective farms.
 - As a result, a chronic shortage of meat, dairy products and grains developed.
 - The resistance of the peasants to collectivism was handled roughshod and they were either murdered or sent to punishment camps.
 - Approximately two million people died as a result of collectivism and a million families were deprived of their farms.
 - Stalin's agricultural reforms failed and he was forced to revise his plan to force collective farming on the peasants.

- **Second Five Year Plan – Aims and Achievements**

- Stalin continued to emphasize the development of heavy **industries**, but now the accent fell on the production of consumer goods.
- With the rise to power of Hitler, the emphasis shifted to the production of ammunition, in order to ward off the threat of Nazi Germany.
- This period was characterized by the production of consumer goods of a very poor quality.
- Production was low because the nation could not be motivated to become more productive.
- There was however great success achieved in the establishing of factories alongside mines and the modernization of the transport system
- The **agricultural** plan aimed to make collectivism more acceptable to the peasants by making adjustments of collective farms.
- Farmers now only had to hand over a quota of their production to the State.
- They could retain the rest for their own use or for seed.
- Farmers could now own their houses as well as their fruit and vegetable gardens.
- These concessions made collectivism more popular and as a result, more than a million people opted for collectivisation in the first three months of 1935.
- In addition to collective farms, there was the development of state farms, which operated like factories, i.e. workers were paid wages and managers operated the concerns.
- A further characteristic of the second Five-year Plan was the use of fertilizer, agricultural machinery and modern agricultural practices.

- **Third Five Year Plan – Aims and Achievements**

- The **THIRD FIVE - YEAR PLAN** was basically a continuation of the first two plans.
- The threat of World War II resulted in greater attention being paid to the production of weapons and ammunition.

- **Conclusion:** Draw the argument together by concluding that Stalin succeeded partially (because there were deficiencies) to transform Russia into an independent and efficient economy from 1928 to 1939.

[50]

4.2 *[Plan and construct an argument based on evidence using analytical and interpretative skills – L2]*

SYNOPSIS

The answer should indicate whether the candidate agrees or disagrees with the statement. In answering this question, the candidate is expected to explain whether the economic policies of Stalin were successful. The answer needs to be substantiated by the use of relevant evidence to show how the economy (both agricultural and industrial) was transformed at the cost of the far reaching changes the Russian people had to experience.

*NB: The main aspects (bullets) must be used to address the requirements of the question and to develop a relevant line of argument. **A mere stating of 'facts' is inadequate.***

MAIN ASPECTS

- Introduction: Candidate needs to take a viewpoint indicating to what extent the policy occurred at a great cost to the Russian people.

ELABORATION

Candidates should use the following bullets to illustrate the extent to which the economic policy occurred at a great cost to the Russian people

They can either follow the format below or they can discuss the transformation by referring to the three Five Year Plans separately:

- Agricultural transformation as a result of the Five Year Plans (collectivisation; state farms; resistance of Kulaks; use of state force to destroy them; fear of gulag; famine; mechanization; increased production)
- Industrial transformation as a result of the Five Year Plans (new industries; infrastructure; use of slave/forced labour; surveillance; threats and punishment)
- Conclusion: Candidates should draw the line of the argument together and present concluding remarks on whether the policy brought more relief than suffering or more suffering than relief .

[50]

QUESTION 5: CAPITALISM AND THE USA 1900 TO 1940

5.1 *[Plan and construct an argument based on evidence using analytical and interpretative skills - L1]*

SYNOPSIS

Candidates need to describe the causes and the effects of the Great Depression in the United States of America.

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

- **Causes of the Great Depression (candidates might include the following aspects to illustrate the problems within the USA economy which caused the Wall Street Crash and subsequent Great Depression)**
 - The policy of isolation (high tariffs were imposed on imports. The USA relied too much on their own market)
 - Over-speculation (People speculated wildly on the stock-market. Shares were bought by amateurs. The limitless buying of shares)
 - Farmers in the USA were saddled with large surpluses.
 - Industrialists made exorbitant profits but did not adjust the wages of their employers.
 - Businessmen introduced dubious measures to induce the public to spend money.
 - By 1929 the American economy was built on debt.
 - The government with its policy of non-intervention did nothing to bring to an end all the malpractices in the American economy.
 - Prices were manipulated so as to benefit promoters.
 - Banks offered unwise loans for speculation.
 - Any other relevant aspect.
- **Effects of the Great Depression. (candidates might include some of the following aspects to illustrate the effect of the Great Depression)**
 - 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.
 - 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 simply abandoned their farms to dodge payment of mortgages.
 - 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.
 - Roosevelt became President of the USA in 1933. In his election campaign Roosevelt outlined a comprehensive scheme which would lead to the economic recovery of the USA.
 - Any relevant response
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

[50]

5.2 *[Plan and construct an argument based on evidence using analytical and interpretative skills – L2]*

SYNOPSIS

Candidates should analyse why the Wall Street Stock market crashed after enjoying unprecedented prosperity.

MAIN ASPECTS

Candidates should include the following aspects in their response:

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

ELABORATION

- The Boom years in the 1920s
 - Lack of government control over the economy
 - Government failing to regulate the stock market
 - Banks were used to speculate with clients money
 - Businesses and their way of maintaining prices
 - Government policies
 - Problems in agriculture
 - Any other relevant point
- Conclusion: Candidates should tie up their argument with a relevant conclusion.

[50]

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

6.1 *[Plan and construct an argument based on evidence using analytical and Interpretative skills - L1]*

SYNOPSIS

Candidates should discuss the reasons and consequences of Australia's assimilation policy on 'half castes' during the 1930's.

MAIN ASPECTS

- Introduction: Candidates need to indicate the reasons and consequences of Australia's assimilation policy or any other relevant introduction.

ELABORATION**• REASONS FOR THE ASSIMILATION POLICY**

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

• THE CONSEQUENCES

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

- Conclusion: Candidates should tie up their argument with a relevant conclusion.

[50]

6.2 *[Synthesise information to construct an original argument - L2]*

SYNOPSIS

Candidates should discuss how Australia implemented their policy of assimilation. They should provide evidence as to why Australia's policy of assimilation could not be compared to that of Nazi Germany's racist policies and substantiate their answer.

MAIN ASPECTS

Candidates should include the following aspects in their response:

- Introduction: Candidates should discuss this statement critically and indicate how they intend supporting their line of argument

ELABORATION

Assimilation policy in Australia that was based on race

- The policy of assimilation was based on Social Darwinism
- This policy wanted to breed blackness out of the mixed-race group
- Aborigine children were forcibly separated from their parents
- Children were trained as labourers and workers
- They worked in white communities
- Australian government believed it their right to determine the future of children of 'inferior' races
- The impact of Aborigines' Protection Amending Act of 1915
- The Australian Government adopted a policy of assimilation of 'half castes'
- This was influenced by the eugenics theories.
- This theory was based on the fact that biology could be used to solve the Aborigine 'problem'
- 'Half Castes' were encourage to intermarry with the white community
- They had to forget that they were once aborigines
- Their human rights were violated
- This had a negative social and psychological impact on families
- Eugenics and selective breeding was practice at great suffering and pain
- Any other relevant answer

Assimilation policy in Australia that was not based on race

- Assimilation was intended to manage the aboriginal population
- Its aim was to provide welfare and education
- This policy was one of upliftment
- The policy was aimed to prevent children from inheriting the poverty of their parents
- The Policy was supposed to benefit the children
- Contact between whites and 'half castes' were encouraged
- Intermarriage between 'half castes' was opposite of breeding 'the best with the best'
- Assimilation was intended to promote progress
- To prevent political conflict
- To promote equal citizenship

- The mixing of genes was to improve the racial stock (preventing of skin cancer in whites)
- 'Dark blood' might improve the white race
- Assimilation could not be compared with Germany's extermination
- Assimilation in Australia was based on cultural superiority not biological superiority
- Any other relevant answer

- Conclusion: Candidates should tie up their argument with a relevant conclusion.

[50]**TOTAL: 150**