



KWAZULU-NATAL PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

WATERSMEET CLUSTER

GRADE 11

Stanmorephysics.com

HISTORY 2025

QUESTION PAPER

MARCH TEST

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TOTAL: 100

DURATION: 2HOURS

This question paper consists of 7 pages

INSTRUCTIONS AND INFORMATION

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

SECTION A: SOURCE-BASED QUESTION.

QUESTION 1: WHAT WERE THE CONSEQUENCES OF THE GREAT DEPRESSION ON THE AMERICAN SOCIETY IN THE 1930s?

OR

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

SECTION B: ESSAY QUESTIONS.

QUESTION 3: CAPITALISM IN THE USA 1900 TO 1940: ROOSEVELT'S NEW DEAL.

OR

QUESTION 4: CAPITALISM IN THE USA 1900 TO 1940: ROOSEVELT'S NEW DEAL.

2. SECTION A consists of TWO source-based questions. Source material that is required to answer these question can be found in the ADDENDUM.
 - 2.1 Answer **ONE** question from this section.
3. SECTION B consists of TWO essay questions.
 - 3.1 Answer **ONE** question from this section.
4. Answer ALL questions.
5. You are advised to spend at least ONE hour per question.
6. When answering questions, you should apply your knowledge, skills and insight.
7. You will be disadvantaged by merely rewriting the sources as answers.
8. Number the answers correctly according to the numbering system used in this question paper.
9. Write clearly and legibly.

SECTION A: SOURCE-BASED QUESTIONS

Answer at least **ONE** question from this section. Source material that is required to answer these questions is contained in the ADDENDUM.

QUESTION 1: WHAT WERE THE CONSEQUENCES OF THE GREAT DEPRESSION ON THE AMERICAN SOCIETY IN THE 1930s?

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

1.1 Use Source 1A.

1.1.1 Define the concept 'Great Depression' in your own words. (1 x 2) (2)

1.1.2 List FOUR factors that contributed to crop damages in the USA in the 1930s. (4 x 1) (4)

1.1.3 Use the information in the source and your own knowledge to explain why banks collapsed in the USA in the 1930s. (2 x 2) (4)

1.1.4 Comment on why you think the Wall Street stock market collapsed in 1929. (2 x 2) (4)

1.1.5 Explain the usefulness of this source for historians researching the impact of the Great Depression on the American economy. (1 x 2) (2)

1.2 Refer to Source 1B.

1.2.1 Quote TWO reasons from the source why people committed suicide during the Great Depression. (2 x 1) (2)

1.2.2 How, according to the source, did the unemployed manage to survive during the Great Depression? (1 x 2) (2)

1.2.3 Use the information in the source and your own knowledge to explain the social impact of the Great Depression on the American society. (2 x 2) (4)

1.3 Consult Source 1C.

1.3.1 Quote evidence from the source that suggest that males and females were not affected in the same way by the Great Depression. (1 x 2) (2)

1.3.2 Why, according to the source, did men become failures to their families? (1 x 2) (2)

1.3.3 Using the information in the source and your own knowledge, explain how the Great Depression contributed to the economic exploitation of women. (2 x 2) (4)

1.3.4 Comment on how the Great Depression contributed towards the discrimination of African American women. (2 x 2) (4)

1.3.5 Explain how the Great Depression changed the traditional role of women in American society. (1 x 2) (2)

1.4 Use Source 1D.

1.4.1 Explain the messages that the photographer wishes to convey regarding the impact of the Great Depression on women. (2 x 2) (4)

1.4.2 Compare Sources 1C and 1D. How does the information in Source 1C support the evidence in Source 1D regarding the impact of the Great Depression on women?

(1 x 2) (2)

1.5 Using the information from the relevant sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining the consequences of the Great Depression on the American society in the 1930s. (6)

[50]

OR

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

Study Sources 2A, 2B, 2C and 2D and answer the questions that follow.

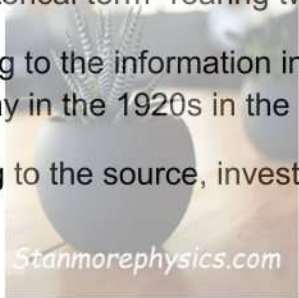
2.1 Study Source 2A.

2.1.1 Identify the TWO main goods produced in the 1920's, which were the main feature of the "roaring twenties". (2 x 1) (2)

2.1.2 Explain the historical term "roaring twenties". (1 x 2) (2)

2.1.3 What, according to the information in the source, caused banks to open up at the rate of 4-5 per day in the 1920s in the USA? (1 x 2) (2)

2.1.4 Why, according to the source, investing in the stock market was so popular in the 1920? (3 x 1) (3)



2.2 Consult Source 2B.

2.2.1 Using the information in the source and your own knowledge, explain what was the stock market crash of 1929. (1 x 2) (2)

2.2.2 According to the historian John Galbraith, what makes the American economy to be fundamentally unsound? (4 x 1) (4)

2.2.3 Comment on the effects of the stock market crash on the America economy. (2 x 2) (4)

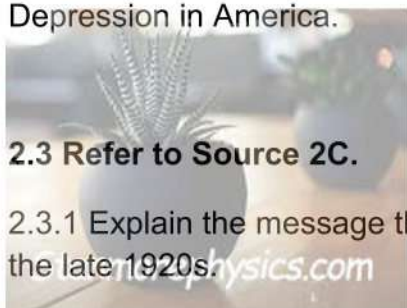
2.2.4 Using the information in the source and your own knowledge, explain how the workers were affected by the Great Depression. (2 x 2) (4)

2.2.5 Explain the usefulness of this source to a historian researching the Great Depression in America. (2 x 2) (4)

2.3 Refer to Source 2C.

2.3.1 Explain the message the photo conveys regarding the American society during the late 1920s. (1 x 2) (2)

2.4 Compare Sources 2B and 2C. Explain how the photograph in Source 2B supports the information in Source 2B regarding the Great Depression in the USA. (2 x 2) (4)



2.5 Read Source 2D.

2.5.1 How, according to the source, did Herbert Hoover and his government react to the Great Depression. (3 x 1) (3)

2.5.2 Explain how President Hoover's reaction to the Great Depression reflects the characteristic role of a capitalist government. (1 x 2) (2)

2.5.3 Using the information in the source and your own knowledge assess the effectiveness of Hoover's reaction to the Great Depression. (2 x 2) (4)

2.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (80 words), explaining how did the Great Depression exposed the crisis of Capitalism in the United States of America between 1928 and 1933 (8)

[50]



SECTION B: ESSAY QUESTIONS

CAPITALISM IN THE USA 1900 TO 1940: ROOSEVELT'S NEW DEAL.

Answer at least **ONE** question and not more than **TWO** questions in this SECTION.

Your essay should be about **THREE** pages long.

QUESTION 3:

Critically discuss how F D Roosevelt, through his New Deal attempted to bring relief to the poor and unemployed Americans and recover and reform American economy during the 1930s. **[50]**



OR

QUESTION 4:

To what extent did Roosevelt's New Deal lessen the negative effects of the Great Depression in the United States of America in the 1930s? **[50]**

GRAND TOTAL: 100



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ADDENDUM

MARCH TEST

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TOTAL: 100

DURATION: 2HOURS

This addendum consists of 10 pages

QUESTION 1: WHAT WERE THE CONSEQUENCES OF THE GREAT DEPRESSION ON THE AMERICAN SOCIETY IN THE 1930s?

SOURCE 1A

This source focuses on the impact of the Great Depression on the American economy.

The Great Depression is known as the worst and longest economic crisis to have ever hit the western economies. During the 1930s, almost the entire plains of the US were experiencing drought. A lot of crops were damaged due to high temperatures, insufficiency in rainfall, high winds and the infestation by insects on the crops. It is argued that this depression in the agricultural sector played a huge role in bringing about the Great Depression.

The depression began in the United States immediately after the crash of the New York stock market in 1929. The crisis lasted till 1939. By the year 1932, the values of stock had fallen very fast to around 20% from their original value, and in 1933, around 11 000 out of the 25 000 banks and financial institutions in the United States had collapsed due to a number of reasons that included a decline in the value of property, lack of customers due to the panic that arose and loan defaults.

As indicated above, this was the period when the highest unemployment rates and lowest incomes were experienced. The depression led to factories, banks and major business entities collapsing leaving thousands of citizens both jobless and with no money to put food on the table. ... The drop in the stocks that took place on 24 October 1929 was termed as Black Thursday.

[From www.ukessays.com> essays> economics>economic-impact-of-the-great-depression-economicsessay. Accessed on 11 February 2020.]

SOURCE 1B

This source below outlines the social effects of Great Depression on the American society.

Society was both negatively and somewhat positively affected by the Great Depression. It drove people to commit suicide due to the extreme hardships and poverty they were facing. But on the other hand, it also brought family units closer. In society as a general entity, crime rates soared (rose) as those who were laid off by their employer resorted to petty theft in order to survive. Malnutrition was rampant (flourishing) as people didn't have enough healthy food to eat. People were committing suicide in the streets to escape the severity of the Great Depression.

Desperate women who needed to put food on the table increasingly resorted to prostitution, because the current culture and economy made extremely meagre (insufficient) income. Because of the attitude of the people who were most affected by the Great Depression, health care was essentially ignored. People simply did not have money to give to basic needs such as food, clothing, shelter and health care. Hospitals were rarely visited and only when presented with dire (horrible) circumstances.

Besides committing suicide, another escape from the miserable current circumstances was alcohol. Alcoholism rates were on the rise at a never-before-seen rate. Victims of the Depression usually complemented their alcoholism with smoking.

[From <https://sites.google.com/a/g.coppellisd.com/all-about-the-great-depressio/home/social-effects>. Accessed on 11 February 2020.]

SOURCE 1C

This source exposes the suffering that women went through during the Great Depression.

Women and men experienced the Great Depression very differently. Because men were accustomed (familiar) to being breadwinners, when they became unemployed and unable to provide for their families they felt as though they were failures. But the Depression increased the importance of women as they needed to have bigger household roles to help make ends meet. However, women that sought-after employment were often scorned (rejected) and made outcasts for, 'taking jobs away from more deserving men'.

Different women also had different experiences with the Great Depression. Age, marital status, race was just some of many factors which changed their experiences. However, farm families and women in particular struggled because of severe drought which lead to the Dust Bowl and failure of many farms. Having a job did not guarantee survival for working women. Wages for women were extremely low and were also subject to decrease. Factory work and sewing would often only bring home \$5 or less every week. Although finding work was easier for women than men during the Great Depression, unemployment was still high among women. For the 20%–50% of women who were the only workers in the family, unemployment was life threatening.

The Depression was especially tough on African American women. These minority workers who previously held positions such as housekeeping lost their positions to white women who entered the labour force during this time. African American women living in cities were often left with no choice but to convene on street corners, "slave markets", and offer their work for very low pay.

[From <https://sites.google.com/a/g.coppellisd.com/all-about-the-great-depression/home/social-effects>. Accessed on 11 February 2020.]

SOURCE 1D

This photograph shows Florence Owens Thompson, a destitute pea picker in Nipomo, California, with her children in March 1936.



[From <https://www.biography.com/artist/dorothea-lange>. Accessed on 05 April 2020.]

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

SOURCE 2A

This extract describes the "Roaring 1920s" and the collapse of the USA Stock Exchange

During the 1920s, often called the "Roaring Twenties", the U.S. economy had an unprecedented economic boom. Things such as electricity, radio, telephone and cars were being produced for the masses. There was mass production in the manufacturing, telecommunications, movie and chemical sectors. Infrastructure was being built to support all of these new technologies. Much of the population moved into the cities to acquire jobs in these industries. Americans found themselves with ever-increasing amounts of dollars to spend which was then invested in the stock market and deposited in to banks. With the supply of money growing rapidly, banks were opening up at the rate of 4 – 5 per day

At that time, banks lent money to investors to buy stock. Nearly \$4.00 out of every \$10.00 that was borrowed from the banks was used to buy stock (shares). Margin requirements were as low as 10% during the 1920's. Banks were allowed to speculate and buy stocks for themselves. Because the capital requirements to start new banks were low, many banks were created during that time. Once the selling began, more selling was needed to satisfy margin calls and liquidity requirements for banks. People feared that their bank would collapse since, at that time, there were no guarantees on cash at the bank. That started a massive run on the banks to pull money out. Some banks were not able to fulfil the requests for withdrawal and closed their doors to people. Lending for business and consumers was ground to a halt. More panic followed as people lost their money and banks collapsed. People then rushed to withdraw their money and this created a domino effect. At that time, paper money was backed by gold. People started putting money under their mattresses instead of risking putting it in the banks.

Bad monetary policy can turn a recession in to a major depression. The government began to increase interest rates, in 1929, from 3.5% to 5%. Some believe this is what caused the recession to come about in August of 1929. The government failed to act to stabilize or increase the money supply during the Great Depression. In fact, the supply of money fell by 30% between 1929 and 1933. Prices for goods were allowed to drop and banks were permitted to fail. This led to deflation. The government failed to restore confidence in the banking system

[From: <http://www.wikipedia.com> Accessed on 7 May]

SOURCE 2B

The extract below is a critique of capitalism as the origin of the Great Depression

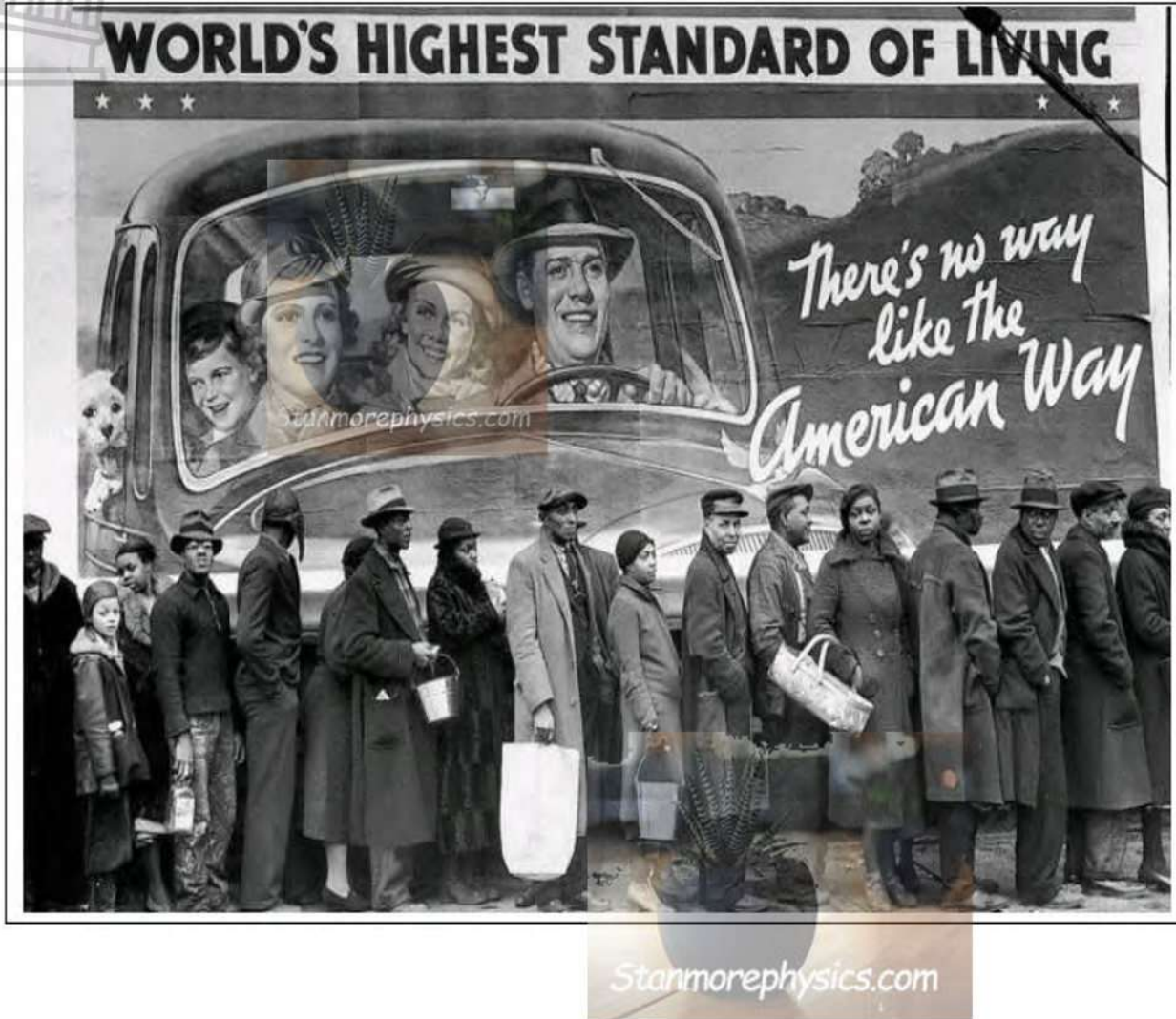
The Stock Market Crash of 1929, which marked the beginning of the Great Depression of the USA, came directly from wild speculation, which collapsed and brought the whole economy down with it. But as John Galbraith says in his study of that event, behind that speculation was the fact that “the economy was fundamentally unsound (unstable)”. He points to the very unhealthy corporate (business) and banking structures, an unsound foreign trade, economic misinformation and the “bad distribution of income”, (the highest 5% of the population, received one third of all personal income)

A socialist critic would go further and say that the capitalist system was by its nature unsound: a system driven by one motive of corporate profit and therefore unstable, unpredictable and blind to human needs...After the crash, the economy was stunned (shocked), barely moving. Over 5000 banks closed and huge numbers of businesses, unable to get money closed too. Those that continued laid off (retrenched) employees and cut the wages of the who remained, again and again. Industrial production fell by 50 percent and by 1933 perhaps 15 million (no one knew exactly) –quarter of the labour force were out of work. The Ford Company, which in the spring of 1929 had employed 128000 workers, was down to 37000 by August of 1931. By the end of 1930, almost half of the textile mill workers in New England were out of work.

[From: A People’s History of the United States. By H Zinn]

SOURCE 2C

This photo, shows African Americans queuing for relief during the Great Depression, in front of a billboard (advertisement) promoting the capitalist views of the American government during the 1920s.



SOURCE 2D

This extract highlights the reaction of the American government to the Great Depression

Despite assurances from President Herbert Hoover and other leaders that the crisis would run its course, matters continued to get worse over the next three years. By 1930, 4 million Americans looking for work could not find it; that number had risen to 6 million in 1931

In the face of this dire situation, Hoover's administration tried supporting failing banks and other institutions with government loans; the idea was that the banks in turn would loan to businesses, which would be able to hire back their employees. Hoover, a Republican who had formerly served as U.S. secretary of commerce, believed that government should not directly intervene in the economy, and that it did not have the responsibility to create jobs or provide economic relief for its citizens. In 1932, however, with the country mired in the depths of the Great Depression and some 15 million people (more than 20 percent of the U.S. population at the time) unemployed, Franklin D. Roosevelt won an overwhelming victory in the presidential election.

[From: [http:// www.stockpickssystem.com](http://www.stockpickssystem.com) Accessed on * May 2017]

ACKNOWLEDGEMENTS

Visual sources and other historical evidence were taken from the following:

[www.ukessays.com> essays> economics>economic-impact-of-the-great-depression/economics-essay](http://www.ukessays.com/essays/economics/economic-impact-of-the-great-depression/economics-essay).

<https://sites.google.com/a/g.coppellisd.com/all-about-the-great-depressio/home/socialeffects>.

<https://www.biography.com/artist/dorothea-lange>.

Visual sources and other historical evidence were taken from the following:

Berton, P. 1990. The Great Depression 1929 -1939

Cloete, B. et al. 2013. Spot on History

<http://starved-prisoners>, Accessed on 21 April 2019

Lane, P. 1989. The USA in the Twentieth Century

Pape, J. et al. 1996. Making History

Seleti, Y. 1995. Looking into the Past



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MARKING GUIDELINE

MARCH TEST

TOTAL: 100

This marking guideline consists of 18 pages

SOURCE-BASED QUESTION

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 evidence 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.
- When assessing open-ended source-based questions, learners should be credited for any other relevant answers.
- Learners are expected to take a stance when answering 'to what extent' questions for any marks to be awarded.

1.3 **Assessment procedures for source-based questions**

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

Paragraph question

Paragraphs are to be assessed globally (holistically). Both the content and structure of the paragraph must be taken into account when awarding a mark. The following steps must be used when assessing a response to a paragraph question:

- Read the paragraph and place a bullet (.) at each point within the text where the candidate has used relevant evidence to address the question.
- Re-read the paragraph to evaluate the extent to which the candidate has been able to use relevant evidence to write a paragraph.
- At the end of the paragraph indicate the ticks (√) that the candidate has been awarded for the paragraph; as well as the level (1,2, or 3) as indicated in the holistic rubric and a brief comment e.g.

_____ . _____ . _____ √√√
 _____ . _____ √√
Level 2

Used mostly relevant evidence to write a basic paragraph

- Count all the ticks for the source-based question and then write the mark on the bottom margin to the right, e.g. $\frac{32}{50}$
- Ensure that the total mark is transferred accurately to the front/back cover of the answer script.

2 ESSAY QUESTIONS

2.1 The essay questions require candidates to:

- Be able to structure their argument in a logical and coherent manner. They need to select, organise and connect the relevant evidence 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 assess the essay as a whole, rather than assessing the main points of the essay separately. This approach encourages the learner to write an original argument by using relevant evidence to support the line of argument. The learner will **not** be required to simply regurgitate content (facts) to achieve a level 7 (high mark). This approach discourages learners from preparing essays and reproducing them without taking the specific requirements of the question into account. Holistic marking of the essay credits learners' opinions that are supported by evidence. Holistic assessment, unlike content-based marking, does not penalise language inadequacies as the emphasis is on the following:

- The learner's interpretation of the question
- The appropriate selection of factual evidence (relevant content selection)
- The construction of argument (planned, structured and has an independent line of argument)

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2.4 **Assessment procedures of the essay**



2.4.1 Keep the synopsis in mind when assessing the essay.

2.4.2 During the first reading of the essay ticks need to be awarded for a relevant introduction (which is indicated by a bullet in the marking guideline), the main aspects/body of the essay that sustains/defends the line of argument (which is indicated by bullets in the marking guideline) and a relevant conclusion (which is indicated by a bullet in the marking guideline).
For example, in an essay where there are five (5) main points, there could be about seven (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. Each paragraph should include a point that sustains the major point (line of argument) that was made in the introduction.
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 contextualised ^
- Wrong statement _____
- Irrelevant statement |
- Repetition R
- Analysis A√
- Interpretation I√
- Line of argument LOA ⇕

2.5 The matrix



2.5.1 Use of the matrix in the marking of essays

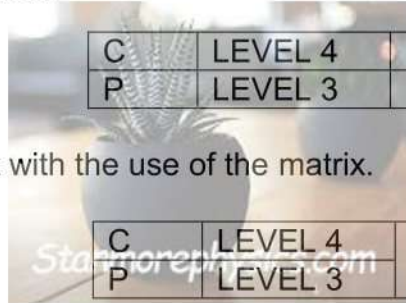
In the marking of essays, the criteria as provided in the matrix should be used. When assessing the essay note both the content and presentation. At the point of intersection of the content and presentation based on the seven competency levels, a mark should be awarded.

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



C	LEVEL 4	

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



C	LEVEL 4	
P	LEVEL 3	

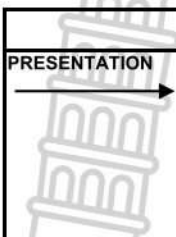
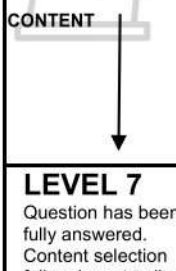
- (c) Allocate an overall mark with the use of the matrix.

C	LEVEL 4	}26–27
P	LEVEL 3	

COMMENT

Question is recognisable in answer.
Show some evidence of a planned and structured argument.

GLOBAL ASSESSMENT OF ESSAYS: TOTAL MARKS: 50

	LEVEL 7	LEVEL 6	LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>PRESENTATION</p>  <p>CONTENT</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.</p>	<p>Very well planned and structured essay. Developed a relevant line of argument. Evidence used to defend the argument. Attempts to draw an independent conclusion from the evidence to support the line of argument.</p>	<p>Well planned and structured essay. Attempts to develop a clear argument. Conclusion drawn from the evidence to support the line of argument.</p>	<p>Planned and constructed an argument. Evidence is used to some extent to support the line of argument. Conclusions reached based on evidence.</p>	<p>Shows some evidence of a planned and constructed argument. Attempts to sustain a line of argument. Conclusions not clearly supported by evidence.</p>	<p>Attempts to structure an answer. Largely descriptive, or some attempt at developing a line of argument. No attempt to draw a conclusion</p>	<p>Little or no attempt to structure the essay.</p>
<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

SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: WHAT WERE THE CONSEQUENCES OF THE GREAT DEPRESSION ON THE AMERICAN SOCIETY IN THE 1930s?

1.1

1.1.1 [Definition of historical concept from Source 1A – L1]

- It is a period of economic hardship in the USA 99
- Any other response

(1 x 2) (2)

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

- 'High temperatures'
- 'Insufficiency in rainfall'
- 'High winds'
- 'Infestation by insects'

(4 x 1) (4)

1.1.3 [Interpretation of evidence from Source 1A – L2]

- Banks collapsed due to a decline in the value of property 99
- Too many people withdrew their money at the same time 99
- Banks did not have enough cash flow to service their customers
- Banks could not regain their money from loans
- Any other relevant response

(Any 2 x 2) (4)

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

- Panic sales when share prices started to drop
- It was a result of an unsustainable boom in share prices in the preceding years
- Buying shares on margin
- Over-speculation x Unsound business practises
- Any other relevant response

(Any 2 x 2) (4)

1.1.5 [Usefulness of the Source 1A – L3]

The source is useful:

- It outlines how the economy of USA was affected after the New York stock market crash
- It shows how many people were left unemployed because of the crash
- It shows that agriculture suffered a great loss which led to poverty
- It shows how businesses collapsed leading to massive unemployment and poverty
- Any other relevant response

(Any 1 x 2) (2)

1.2

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

- 'Extreme hardships and poverty'
- 'To escape the severity of the Great Depression'

(2 x 1) (2)

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

- 'Petty theft'

(1 x 2) (2)

1.2.3 [Interpretation of evidence from Source 1B – L2]

- Most people became unemployed
- Many unemployed people resorted to petty theft for survival
- Many women resorted to prostitution to put food on the table
- Alcoholism rate was on the rise
- Any other relevant response

(Any 2 x 2) (4)

1.3

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

- 'Women and men experienced the Great Depression differently' (1 x 2) (2)

1.3.2 [Extraction of evidence from Source 1C – L1]

- 'They were unemployed and unable to provide for their families' (1 x 2) (2)

1.3.3 [Interpretation of evidence from Source 1C – L2]

- Women were seen as outcasts for taking up the jobs that were usually reserved for men
- Their salaries were extremely low
- Women's salaries were subject to decreases
- Any other relevant response

(Any 2 x 2) (4)

1.3.4 [Interpretation of evidence from Source 1C – L2]

- African American women lost their jobs to White women
- African American women were given the lowest wages for their labor
- African American women living in the cities were forced into prostitution because of the depression
- African American women were forced to enter the slave labor market because of poverty
- Any other relevant response

(Any 2 x 2) (4)

1.3.5 [Interpretation of evidence from Source 1C – L2]

- Their role of being housekeepers changed
- Many women became the breadwinners of their families
- Women forced to work to make ends meet
- Women's role as housewives disappeared as they were forced to work
- Many women were forced into prostitution as a means of survival
- Any other relevant response

(Any 1 x 2) (2)

1.4

1.4.1 [Interpretation of evidence from Source 1D – L2]

- The Great Depression had a devastating effect on women.
- Many women lost their jobs during the Great Depression
- The Great Depression led to poverty and the suffering of women
- Women could not provide for their children during the Great Depression
- Any other relevant response

(Any 2 x 2) (4)

1.4.2 [Interpretation of evidence from Source 1D – L2]

- Source 1C states that women suffered during the Great Depression while Source 1D depicts the suffering of a woman during the Great Depression
- Source 1C states that women could not provide for their families while Source 1D shows the helplessness of a mother that could not provide for her children
- Both sources indicate that women experienced unemployment
- Any other relevant response (Any 1 x 2) (2)

1.5 [Interpretation, analysis and synthesis of information from all the sources – L3]

- The Great Depression coincided with crop failures in the USA (Source 1A)
- The Great Depression led to massive unemployment (Source 1A)
- The Great Depression led to the collapse of the banking system in the USA (Source 1A)
- The Great Depression led to the devaluing of stocks (Source 1A)
- Petty theft became a tactic for survival (Source 1B)
- Many people committed suicide to escape the harshness of the depression (Source 1B)
- Lack of jobs and money had a negative impact on people's health care (Source 1B)
- Alcoholism rates increased (Source 1B)
- The depression changed the traditional role of women as women were forced into seeking employment to make ends meet (Source 1C)
- The Great Depression led to the exploitation of women – low wages (Source 1C)
- Many women were forced into prostitution (Source 1D)
- African American women affected worse than white American women (Source 1C)
- Many women and children became destitute (Source 1D)
- Any other relevant response.

Use the following rubric to assess the paragraph:

	CRITERIA	MARKS
LEVEL 1	<ul style="list-style-type: none"> • Use evidence in an elementary way. • Question not answered. • Shows no or little understanding of the consequences of the Great Depression on the American society in the 1930s. • Uses evidence partially or cannot write a paragraph. 	0–2
LEVEL 2	<ul style="list-style-type: none"> • Evidence is usually relevant and largely related to the topic. • Shows some understanding of the consequences of the Great Depression on the American society in the 1930s. • Uses evidence in a basic way to write a paragraph. 	3–4
LEVEL 3	<ul style="list-style-type: none"> • Use relevant and relevant evidence. • Demonstrates a thorough understanding of the consequences of the Great Depression on the American society in the 1930s. • Uses evidence very effectively in an organised paragraph that shows an understanding of the topic. 	5–6

(6)
[50]

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

2.1

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

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

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

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

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

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

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

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

2.2

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

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

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

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

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

- Marked the beginning of the great depression
- Exposed the weakness of the capitalist system
- Banks and businesses closed down

- Companies retrenched /laid off thousands of workers
- Any other relevant response (any 2x2) (4)

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

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

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

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

2.3

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

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

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

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

2.5

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

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

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

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

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


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

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

Candidates could include the following aspects in their response:

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

Use the following rubric to allocate a mark:

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

(8)
[50]

SECTION B: ESSAY QUESTIONS.**CAPITALISM IN THE USA 1900 TO 1940: ROOSEVELT'S NEW DEAL****QUESTION 3:**

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

SYNOPSIS

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

MAIN ASPECTS

Candidates should include the following aspects in their response:

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

ELABORATION

- The great depression – unemployment, poverty homelessness
- FD Roosevelt's promises and election
- Roosevelt's hundred days and fireside chats.
- Banking holiday
- Emergency Banking Act
- Federal Emergency Relief Administration
- Civilian Conservation Corps
- Agricultural Adjustment Administration
- Public Works Administration
- Tennessee valley Authority
- National Industrial Recovery Administration
- The Works Programme Administration
- Opposition to the new deal.
- Evaluation of the New Deal
- Any other relevant response

Conclusion: Candidates should tie their argument with a relevant conclusion

[50]

QUESTION 4

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

SYNOPSIS

The candidates should explain to what extent Roosevelt's New Deal lessened the negative effects of the Great Depression in the United States of America in the 1930s. The main focus should be on measures as well as the impact of Roosevelt's New Deal on the economy. Having assumed a stance, the candidate must use relevant historical evidence to support the stance taken.

MAIN ASPECTS

Introduction: In the introduction the candidate should indicate to which extent Roosevelt's New Deal lessened the negative effects of the great Depression in the 1930s economic problems. Relevant historical evidence should be used to develop a line of argument in line with the stance taken.

ELABORATION

- The 1933 presidential election – Roosevelt's pledge for a New Deal for the American people
- 1933 elections – Democratic Party victory
- Shift in government's economic policy
- Democratic Party – advocated direct government intervention in the economy
- Roosevelt's policies of Relief, Recovery and Reform
- Relief measures: To address poverty
- The Federal Emergency Relief Administration provided the state governments with money for relief
- Soup kitchens were established
- Temporal housing supplied to those who had been forced to live on the streets
- **Recovery measures:** Addressed unemployment
- Series of government sponsored programmes were introduced
- Civil Work Administration (CWA) created jobs for the unemployed
- Civilian Conservation Corps (CCC) – Thousands of men worked in conservation projects in the national parks, forests, and public lands
- Agricultural Adjustment Act (AAA) – assisted farmers
- The Tennessee Valley Authority (TVA) – To uplift one of the poorest farming regions in the Tennessee River Valley and provided employment to the people
- Reform measures: Focused on the social security system
- Legislation for the management of stock exchanges
- Role of government in the economy
- **Economic recovery**

- Public Works Administration (PWA) which was part of the NIRA
- Work Progress Administration (WPA) provided mass employment
- Construction projects e.g. (roads, dams, schools etc)
- Upgrading of infrastructure (sewerage and drainage systems)
- Social Security Act of 1935
- Social welfare measures were introduced
- National system of pensions and unemployment benefits
- Evicted sharecroppers were helped with homes and loans
- Big business and rich were to be taxed for government to pay pension and unemployment benefits
- Evaluation of the New Deal
- Criticism of the New Deal

Conclusion: Candidates should tie up the argument with an appropriate conclusion with due regard to the stance taken in the introduction. [50]

GRAND TOTAL: 100