



Province of the  
**EASTERN CAPE**  
EDUCATION

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 11**

**NOVEMBER 2017**

**HISTORY P1  
ADDENDUM**

**MARKS: 150**

**TIME: 3 hours**



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This addendum consists of 12 pages.

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**SECTION A: SOURCE-BASED QUESTIONS**

Answer at least ONE question but not more than TWO questions from this section.

**QUESTION 1: COMMUNISM IN RUSSIA, 1900–1940****WHAT WERE THE CAUSES OF THE BOLSHEVIK REVOLUTION IN RUSSIA IN 1917?****SOURCE 1A**

This source deals with how Father Gapon changed from a police agent to the leader of the people demanding drastic reforms from the Tsar on behalf of the ordinary people.

Father George Gapon led a movement secretly created and guided by the police. The Assembly of Russian Workingmen aimed to immunize the workers against the plague of socialism and strengthen their attachment to the Orthodoxy and the Tsar. Sincere in his beliefs and carried away by the extravagance of his own speeches and fervour of his eager audiences, Gapon abandoned his role as police agent for that of popular leader and started a mass movement to petition the Tsar for reform. Denouncing 'despotic and irresponsible government', the petition also attacked the 'capitalistic exploiters, crooks and robbers of the Russian people' and appealed to the Tsar to grant his people a parliament, the vote, universal education, a minimum wage, an eight-hour working day, an income tax, separation of church and state and amnesty (general pardon or forgiveness) for all political prisoners.

[From: Tames, R – *Last of the Tsars*, London: Pan McMillan]

**SOURCE 1B**

This visual source shows workers demonstrating in St. Petersburg, Russia, in 1917.



[From: [lowmaster.net/russian+revolution+causes](http://lowmaster.net/russian+revolution+causes). Accessed on 15 December 2016]

**SOURCE 1C**

This source contains an extract from a speech delivered by Lenin, on his return to Russia in April 1917, to the Bolshevik-supporting sailors of the Kronstadt Naval Base.

“Comrades sailors, I greet you without knowing yet whether or not you have been believing all the promises of the provisional Government. But I am convinced that when they talk to you sweetly, when they promise you a lot; they are deceiving you and the whole Russian people. The people need peace, the people need bread and the people need land. And they give you war, hunger, no bread – leave the landlords still on the land... We must fight for social revolution, fight to the end, till the complete victory of the proletariat. Long live the World Social Revolution!”

[From: *Making History*, page 112]

**SOURCE 1D**

This source shows the inner workings and strategies of the Bolsheviks in planning to overthrow the provisional Government.

...Trotsky (1879-1940) was a radical Marxist, amazing orator and huge supporter of Lenin. Outside Petrograd, the feelings of the population coincided (was similar with) with the Bolshevik convictions. The people wanted to see the end of Kerensky's government, the end to the war and they wanted new land distribution. Trotsky and Lenin saw the answer to all these desires in a Bolshevik seizure of power.

From Finland, Lenin urged the Bolshevik committee to plan an armed uprising. Many thought it was too premature and reckless. However, after Lenin made a trip to Petrograd incognito (secretly) and debated with them for ten hours, the Bolsheviks were convinced. Trotsky masterfully executed the revolution. He formed a military-revolutionary committee to head the arming of workers throughout Petrograd. Factory meetings were held to boost the workers' enthusiasm. Finally, on the night of November 6 (or October 26), the combined forces of the Bolshevik soldiers and workers stormed the city and seized government buildings. They went on to gain the majority in the congress and declared Lenin as their new leader.

[From: [www.academic.mu.edu/meissnerd/russian-rev.htm](http://www.academic.mu.edu/meissnerd/russian-rev.htm). Accessed on 15 December 2016]

**QUESTION 2: CAPITALISM IN THE USA, 1900–1940****WHAT WERE THE RESULTS OF THE GREAT DEPRESSION IN THE UNITED STATES OF AMERICA IN THE 1930s?****SOURCE 2A**

This source focuses on the social effects of the Great Depression on the American work society and the early interventions of the government of FD Roosevelt.

The Dust Bowl drought destroyed farming in the Midwest. It lasted 10 years, too long for most farmers to hold out. To make things worse, prices for agricultural products dropped to their lowest level since the Civil War. As farmers left in search of work, they became homeless. Almost 6,000 shanty towns, called Hoovervilles, sprang up in the 1930s.

Wages for those who still had jobs fell 42 percent. Average family incomes dropped 40 percent from \$2,300 in 1929 to \$1,500 in 1933. That's like having income fall from \$32,181 to \$20,988 in 2016 dollar value. As a result, the number of children sent to orphanages increased by 50 percent. Roughly 250,000 older children left home to find work. In 1933, the prohibition on alcohol was repealed. That allowed the government to collect taxes on sales of now-legal alcohol. FDR used the money to help pay for the New Deal.

The depression was so severe and lasted so long that many people thought it was the end of the American Dream. Instead, it changed that dream to include a right to material benefits. The American Dream as envisioned by the Founding Fathers guaranteed the right to pursue one's own vision of happiness.

[From: [www.thebalance.com/effects-of-the-great-depression](http://www.thebalance.com/effects-of-the-great-depression). Accessed on 28 April 2017]

**SOURCE 2B**

This source explains the impact of the Great Depression and the ineffectiveness of the Hoover administration.

Despite assurances from President Herbert Hoover and other leaders that the crisis would run its course, matters continued to get worse over the following three years. By 1930, 4 million Americans looking for work could not find it; that number had risen to 6 million in 1931. Meanwhile, the country's industrial production had dropped by half. Bread lines, soup kitchens and rising numbers of homeless people became more and more common in America's towns and cities. Farmers couldn't afford to harvest their crops, and were forced to leave them rotting in the fields while people elsewhere starved. In the fall of 1930, the first of four waves of banking panics began, as large numbers of investors lost confidence in the solvency (ability to remain in business) of their banks and demanded their deposits in cash, forcing banks to liquidate (recall) loans in order to supplement their insufficient cash reserves on hand. Bank runs swept the United States again in the spring and fall of 1931 and the fall of 1932, and by early 1933 thousands of banks had closed their doors. 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.

[From: [www.history.com/topics/great-depression](http://www.history.com/topics/great-depression). Accessed on 28 April 2017]

**SOURCE 2C**

This visual source shows people lining up for food in one of the soup kitchens that helped the unemployed and the needy during the Great Depression.



[From: [www.history.com/topics/great-depression](http://www.history.com/topics/great-depression). Accessed on 28 April 2017]

**SOURCE 2D**

The source shows the negative impact of the Great Depression on the society of the United States of America.

The Great Depression brought a rapid rise in the crime rate as many unemployed workers resorted to petty theft to put food on the table. Suicide rates rose, as did reported cases of malnutrition. Prostitution was on the rise as desperate women sought ways to pay the bills. Health care in general was not a priority for many Americans, as visiting the doctor was reserved for only the direst of circumstances. Alcoholism increased with Americans seeking outlets for escape.

Higher education remained out of reach for most Americans as the nation's universities saw their student bodies shrink during the first half of the decade. However, high school attendance increased among males. Because the prospects of a young male getting a job were so incredibly dim, many decided to stay in school longer. However, public spending on education declined sharply, causing many schools to open understaffed or close due to lack of funds.

Demographic trends also changed sharply. Marriages were delayed as many males waited until they could provide for a family before proposing to a prospective spouse. Divorce rates dropped steadily in the 1930s. Rates of abandonment increased as many husbands chose the "poor man's divorce" option — they just ran away from their marriages. Birth rates fell sharply, especially during the lowest points of the Depression. More and more Americans learned about birth control to avoid the added expenses of unexpected children.

[From: [www.american-historama.org/...depression/social-effects](http://www.american-historama.org/...depression/social-effects). Accessed on 3 May 2017]

**QUESTION 3: IDEAS OF RACE IN THE LATE 19<sup>th</sup> AND 20<sup>th</sup> CENTURIES****HOW DID NAZI GERMANY VIOLATE THE HUMAN RIGHTS OF MINORITIES BETWEEN 1933 AND 1945?****SOURCE 3A**

This source explains the reasons that formed the basis for the hatred of and discrimination against Jews in Nazi Germany.

There were approximately 525,000 Jewish people living in Germany in 1933 (0,75% of the total German population). Discrimination against Jews began immediately after the national seizure of power in 1933. The Nazi Party promoted populist anti-Semitism to gain votes. ...they blamed poverty, the hyperinflation (very high prices) in the Weimar Republic, unemployment, and the loss during World War I and surrender by the "November Criminals"(nickname given to German politicians who negotiated the armistice that ended WWI) all on the Jews..., German woes were attributed to the effects of the Treaty of Versailles. In 1933, persecution of the Jews became active Nazi policy. This was at first hindered by the lack of agreement on who qualified as a Jew as opposed to an Aryan; this caused legislators to criticise anti-Semitic law for its ill-defined terms. Bernhard Lösener described it "total chaos", with local authorities regarding anything from full Jewish background to  $\frac{1}{8}$  Jewish blood as defining a Jew; Achim Gercke urged  $\frac{1}{16}$  Jewish blood. Those of mixed descent (*Mischlinge*) were especially problematic in their eyes. The first anti-Semitic law was promulgated (passed by parliament) with no clear definition of a Jew. Finally, the criterion was set at three or four Jewish grandparents; two or one rendered a person a *Mischling*.

On April 1 1933, the Nazi boycott of Jewish businesses was observed throughout Germany. Only six days later, the Law for the Restoration of the Professional Civil Service was passed, banning Jews from government jobs. It is notable that the proponents of this law, and the several thousand more that were to follow, most frequently explained them as necessary to prevent the infiltration of damaging, "alien-type" (*Artfremd*) hereditary traits into the German national or racial community (*Volksgemeinschaft*). These laws meant that Jews were now indirectly and directly dissuaded or banned from privileged and superior positions reserved for "Aryan Germans". From then on, Jews were forced to work in more menial positions, becoming second-class citizens or to the point that they were "illegally residing" in Nazi Germany.

[From: [https://en.wikipedia.org/wiki/Racial\\_policy\\_of\\_Nazi\\_Germany](https://en.wikipedia.org/wiki/Racial_policy_of_Nazi_Germany). Accessed on 16 January 2017.]



**SOURCE 3B**

This source refers to some of the laws that were passed by the German parliament to entrench segregation against the Jews and other minorities.

The Nuremberg Laws were anti-Semitic laws in Nazi Germany. They were introduced on 15 September 1935 by the Reichstag (German parliament) at a special meeting convened at the annual Nuremberg Rally of the Nazi Party (NSDAP). The two laws were the Law for the Protection of German Blood and German Honour, which forbade marriages and extramarital relations between Jews and Germans and the employment of German females under 45 in Jewish households; and the Reich Citizenship Law, which declared that only those of German or related blood were eligible to be Reich citizens; the remainder were classed as state subjects, without citizenship rights. A supplementary decree outlining the definition of who was Jewish was passed on 14 November, and the Reich Citizenship Law officially came into force on that date. The laws were expanded on 26 November 1935 to include Romani people and Afro-Germans. This supplementary decree defined Gypsies as "enemies of the race-based state", the same category as Jews.

Out of foreign policy concerns, prosecutions under the two laws did not commence until after the 1936 Summer Olympics, held in Berlin. After the Nazis seized power in 1933, they began to implement their policies, which included the formation of a *Volksgemeinschaft* (people's community) based on race. Chancellor and Führer (leader) Adolf Hitler declared a national boycott of Jewish businesses on 1 April 1933, and the Law for the Restoration of the Professional Civil Service, passed on 7 April, excluded non-Aryans from the legal profession and civil service. Books considered un-German, including those by Jewish authors, were destroyed in a nationwide book burning on 10 May. Jewish citizens were harassed and subjected to violent attacks. They were actively suppressed, stripped of their citizenship and civil rights, and eventually completely removed from German society.

[From: [https://en.wikipedia.org/wiki/Racial\\_policy\\_of\\_Nazi\\_Germany](https://en.wikipedia.org/wiki/Racial_policy_of_Nazi_Germany). Accessed on 16 January 2017]

**SOURCE 3C**

This source explains the implementation of eugenics and natural selection policies under the Nazi government in Germany. The overriding intention was to keep the German nation pure.

Although the Jews were the main target of Nazi hatred, the Nazis persecuted other groups they viewed as racially or genetically “inferior.” Nazi racial ideology was spearheaded by scientists who advocated “selective breeding” (eugenics) to “improve” the human race. Laws passed between 1933 and 1935 aimed to reduce the future number of genetic “inferiors” through involuntary sterilization programs: 320,000 to 350,000 individuals judged physically or mentally handicapped were subjected to surgical or radiation procedures so they could not have children. Supporters of sterilization also argued that the handicapped burdened the community with the costs of their care. Many of Germany’s 30,000 Roma (Gypsies) were also eventually sterilized and prohibited, along with Blacks, from intermarrying with Germans. About 500 children of mixed African-German backgrounds were also sterilized. New laws combined traditional prejudices with the racism of the Nazis, which defined Roma by “race” and as “criminal and asocial.”

Another consequence of Hitler’s ruthless dictatorship in the 1930s, was the arrest of political opponents and trade unionists and others whom the Nazis labelled “undesirables” and “enemies of the state”. Some 5,000 to 15,000 homosexuals were imprisoned in concentration camps; under the 1935 Nazi-revised criminal code, the mere denunciation of a man as “homosexual” could result in arrest, trial, and conviction. Jehovah’s Witnesses, who numbered at least 25,000 in Germany, were banned as an organization as early as April 1933, because the beliefs of this religious group prohibited them from swearing any oath to the state or serving in the German military. Their literature was confiscated, and they lost their jobs, unemployment benefits, pensions, and all social welfare benefits. Many Witnesses were sent to prisons and concentration camps in Nazi Germany, and their children were sent to juvenile detention homes and orphanages.

[From: [www.myjewishlearning.com/article-early-stages-of-persecution](http://www.myjewishlearning.com/article-early-stages-of-persecution). Accessed on 16 January 2017.]

**SOURCE 3D**

This source shows Nazi police affixing a sign to a Jewish store, urging shoppers not to buy from the store.



[From: [www.myjewishlearning.com/article/1939-early-stages-of-persecution](http://www.myjewishlearning.com/article/1939-early-stages-of-persecution). Accessed on 16 January 2017]









## ACKNOWLEDGEMENTS

Extracts and visual sources used in the addendum were taken or adapted from the following publications.

Defterios, R. et al; 2006, *Making History Grade 11*, (Heinemann)

Tames, R; *Last of the Tsars*, London (Pan McMillan)

<https://en.wikipedia.org/wiki/RacialpolicyofNaziGermany>

[lowmaster.net/Russian+revolution+causes](http://lowmaster.net/Russian+revolution+causes)

[www.history.com/topics/great-depression](http://www.history.com/topics/great-depression)

[www.academic.mu.edu/meissnerd/russian-rev.htm](http://www.academic.mu.edu/meissnerd/russian-rev.htm)

[www.american-historama.org/...depression/social-effects](http://www.american-historama.org/...depression/social-effects)

[www.myjewishlearning.com/article/eraly-stages-of-persecution](http://www.myjewishlearning.com/article/eraly-stages-of-persecution)

[www.thebalance.com/effects-of-the-great-depression](http://www.thebalance.com/effects-of-the-great-depression)





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**HISTORY P1**

**MARKS: 150**

**TIME: 3 hours**



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This question paper consists of 9 pages.

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**INSTRUCTIONS AND INFORMATION**

1. This question paper consists of SIX questions based on the CAPS content framework: THREE source-based questions under SECTION A and THREE essay questions under SECTION B.

**SECTION A : SOURCE-BASED QUESTIONS**

QUESTION 1: COMMUNISM IN RUSSIA, 1900–1940

QUESTION 2: CAPITALISM IN THE USA, 1900–1940

QUESTION 3: IDEAS OF RACE IN THE LATE 19<sup>th</sup> AND 20<sup>th</sup> CENTURIES

**SECTION B: ESSAY QUESTIONS**

QUESTION 4: COMMUNISM IN RUSSIA, 1900–1940

QUESTION 5: CAPITALISM IN THE USA, 1900–1940

QUESTION 6: IDEAS OF RACE IN THE LATE 19<sup>th</sup> AND 20<sup>th</sup> CENTURIES

2. Source material that is required to answer source-based questions will be found in the accompanying ADDENDUM OF SOURCES.
3. Each question counts 50 marks.
4. Candidates are required to answer THREE questions.
  - 4.1 At least ONE must be a source-based question and at least ONE must be an essay question.
  - 4.2 The THIRD question can either be a source-based question or an essay question.
5. Candidates are advised to spend one hour on each question.
6. When candidates answer questions, they are required to demonstrate application of knowledge, skills and insight.
7. Merely rewriting of the sources as answers will be to the disadvantage of candidates.
8. Questions and subsections of questions must be numbered clearly and correctly using the same numbering as in the question paper.
9. Write neatly and legibly.
10. Start each question on a new page and rule off at the end of each question.

**SECTION A: SOURCE-BASED QUESTIONS**

Answer at least ONE question but not more than TWO questions from this section.

**QUESTION 1: COMMUNISM IN RUSSIA, 1900–1940****WHAT WERE THE CAUSES OF THE BOLSHEVIK REVOLUTION IN RUSSIA IN 1917?**

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, were the objectives of the Assembly of Russian Workingmen? (2 x 1) (2)
- 1.1.2 By whom, according to the information in the source, was the Assembly of Russian Workingmen formed? (1 x 1) (1)
- 1.1.3 Explain why you think Father Gapon decided to abandon his initial role in the Assembly of Russian Workingmen. (2 x 2) (4)
- 1.1.4 Mention any TWO demands contained in the petition that Father Gapon would have sent to the Tsar of Russia. (2 x 1) (2)
- 1.1.5 Explain why you would regard the information in Source 1A as useful to a historian studying the causes of the Russian Revolution. (2 x 2) (4)

**1.2 Refer to Source 1B.**

- 1.2.1 Using visual clues from the source, mention TWO demands made by the demonstrating workers. (2 x 1) (2)
- 1.2.2 Quote evidence from the source that supports the view that the workers were not happy with what the Tsarist government was doing. (1 x 2) (2)
- 1.2.3 Explain the significance of the demonstration by workers in the context of the Russian Revolution. (2 x 2) (4)

- 1.3 How does the evidence in Source 1B support the information in Source 1A regarding the growing unhappiness among the people of Russia against the government of the Tsar? (2 x 2) (4)

- 1.4 Consult Source 1C.
- 1.4.1 Explain what Lenin meant when he said, 'The people need peace, the people need bread and the people need land.' (2 x 2) (4)
- 1.4.2 Define the concept *proletariat* in the context of the Russian Revolution. (1 x 2) (2)
- 1.4.3 Explain why you think the involvement of the sailors from the Kronstadt Naval Base in the revolution was a significant development to the Bolsheviks. (2 x 2) (4)
- 1.5 Use Source 1D.
- 1.5.1 Who, according to the information in the source, was the leader of the Bolsheviks in Russia whilst Lenin was in exile in Finland? (1 x 1) (1)
- 1.5.2 What, according to the information in the source, were the basic demands of the people of Russia in their rejection of the Kerensky government? Mention any TWO of such demands. (2 x 1) (2)
- 1.5.3 Using the source and your own knowledge, explain why it was relatively easy for the Bolsheviks to overthrow the Kerensky's government. (2 x 2) (4)
- 1.6 Using the information from the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) in which you discuss the causes of the Bolshevik Revolution in Russia in 1917. (8)
- [50]**

**QUESTION 2: CAPITALISM IN THE USA, 1900–1940****WHAT WERE THE RESULTS OF THE GREAT DEPRESSION IN THE UNITED STATES OF AMERICA IN THE 1930s?**

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

**2.1 Use Source 2A.**

- 2.1.1 How, according to the information in the source, were the farmers negatively affected by the drought during the Great Depression? (2 x 1) (2)
- 2.1.2 Using the information in the source and your own knowledge, explain why the shanty towns were called Hoovervilles. (2 x 2) (4)
- 2.1.3 How, according to the information in the source, were the families (households) affected by the Great Depression? (2 x 1) (2)
- 2.1.4 Using information from the source, state how the Great Depression impacted on the American Dream. (2 x 1) (2)
- 2.1.5 Explain the usefulness of the information in the source to a historian researching the impact of the Great Depression on the American people. (2 x 2) (4)

**2.2 Consult Source 2B.**

- 2.2.1 Explain why the government of Hoover failed to act timeously to mitigate the effects of the Great Depression. (2 x 2) (4)
- 2.2.2 Why, in your opinion, did the USA experience such high levels of unemployment? (2 x 2) (4)
- 2.2.3 Why, according to the information in the source, did the banks decide to recall their loans? (1 x 2) (2)

**2.3 Refer to Source 2C.**

Using the visual clues from the source, mention the kind of refreshments that was offered at this centre. (2 x 1) (2)

- 2.4 In what way do Sources 2B and 2C support each other regarding the impact the Great Depression had on the American society? (2 x 2) (4)

## 2.5 Study Source 2D.

- 2.5.1 Using the source and your own knowledge, define the concept *Great Depression* in the context of the events of the 1930s in the United States of America. (1 x 2) (2)
- 2.5.2 Give TWO examples of unacceptable social behaviours that became common in the United States of America as a result of the impact of the Great Depression. (2 x 1) (2)
- 2.5.3 Why, in your opinion, did higher education become out of reach of the ordinary American citizen? (2 x 2) (4)
- 2.5.4 Explain why many husbands decided to run away from their families, giving rise to what became known as the 'poor man's divorce'. (2 x 2) (4)

- 2.6 Using information from the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) in which you discuss the results of the Great Depression in the United States of America in the 1930s. (8)
- [50]**

**QUESTION 3: IDEAS OF RACE IN THE LATE 19<sup>th</sup> AND 20<sup>th</sup> CENTURIES****HOW DID NAZI GERMANY VIOLATE THE HUMAN RIGHTS OF MINORITIES BETWEEN 1933 AND 1945?**

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

**3.1 Study Source 3A.**

- 3.1.1 Using the source and your own knowledge, define the concept, *Anti-Semitism*, in the context of Nazi Germany. (1 x 2) (2)
- 3.1.2 How many Jews, according to the information in the source lived in Germany by 1933? (1 x 1) (1)
- 3.1.3 Mention any FOUR pieces of evidence of sabotage from the source the Jews were blamed for in Germany in order to promote anti-Semitism. (4 x 1) (4)
- 3.1.4 Using the information in the source and your own knowledge, explain why the German officials who signed the armistice that ended the First World War were referred to as the “November Criminals”. (2 x 2) (4)
- 3.1.5 Why, in your opinion, was it necessary to have clear legislation that defined who was a Jew and who was an Aryan? (2 x 2) (4)
- 3.1.6 Explain the usefulness of this source to a historian studying the treatment of Jews in Nazi Germany under Hitler. (2 x 2) (4)

**3.2 Consider Source 3B.**

- 3.2.1 Using the information in the source, mention the TWO laws that were called the Nuremberg Laws. (2 x 1) (2)
- 3.2.2 Quote evidence from the source that supports the view that Gypsies could be legally exterminated in Nazi Germany. (1 x 2) (2)
- 3.2.3 Explain the significance of classifying people in Germany as ‘without citizenship rights’. (2 x 2) (4)

## 3.3 Read Source 3C.

3.3.1 How, according to the information in the source, would the human race be improved? (1 x 1) (1)

3.3.2 Why, according to the source, did the Nazi government pursue a rigorous programme of sterilization? (1 x 2) (2)

3.3.3 Why, in your opinion, did Hitler target minorities for persecution? (2 x 2) (4)

## 3.4 Consult Source 3D.

In what way were the human rights of the Jewish people violated by the actions of the police as depicted in the visual source? (2 x 2) (4)

3.5 How do Sources 3A and 3D support each other regarding the deliberate violation of the rights of the Jewish people? (2 x 2) (4)

3.6 Using the information from relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) in which you show or demonstrate how the human rights of minorities were violated in Nazi Germany between 1933 and 1945. (8)

**[50]**



**SECTION B: ESSAY QUESTIONS**

Answer at least ONE question but not more than TWO questions from this section.

**QUESTION 4: COMMUNISM IN RUSSIA, 1900–1940**

Did Stalin's economic and development programme succeed in transforming Russia from a backward country into a modern industrial powerhouse?

Support your viewpoint with relevant historical evidence. [50]

**QUESTION 5: CAPITALISM IN THE USA, 1900–1940**

To what extent did Roosevelt's New Deal succeed in mitigating the negative effects of the Great Depression in the United States of America in the 1930s?

Present an argument in support of your answer using relevant historical evidence. [50]

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

Discuss the extent to which the application of eugenics and Social Darwinism threatened the continued existence of the indigenous people of Australia and indicate whether this amounted to genocide or not. [50]

**TOTAL: 150**













