



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 11

NOVEMBER 2018

HISTORY P1

MARKS: 150

TIME: 3 hours

This question paper consists of 9 pages.

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 19th AND 20th 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 19th AND 20th 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. You are advised to spend at least ONE hour per question.
6. When candidates answer questions, they are required to demonstrate application of knowledge, skills and insight.
7. Mere 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 system used in the question paper.
9. Start each question on a new page and rule off at the end of each question.
10. Write neatly and legibly.

SECTION A: SOURCE-BASED QUESTIONS

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

QUESTION 1: COMMUNISM IN RUSSIA, 1900–1940**HOW DID RUSSIA'S PARTICIPATION IN THE FIRST WORLD WAR LEAD TO THE ABDICATION OF THE TSAR?**

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

1.1 Study Source 1A.

- 1.1.1 List THREE pieces of evidence that indicate that Russia was ill-equipped for the war. (3 x 1) (3)
- 1.1.2 Why, according to the source, did so many wounded soldiers die from their wounds? (1 x 2) (2)
- 1.1.3 Use the source and your own knowledge to explain the outcome of Russia's participation in the First World War. (2 x 2) (4)
- 1.1.4 How, do you think, did this poor preparation affect the soldiers? (2 x 2) (4)

1.2 Refer to Source 1B.

- 1.2.1 Use your own knowledge to identify the name of the Tsarina. (1 x 1) (1)
- 1.2.2 Who, according to the source, had a huge influence on the Tsarina? (1 x 1) (1)
- 1.2.3 Define the concept '*Duma*' within the context of the Russian Revolution. (1 x 2) (2)
- 1.2.4 Why do you think the Tsarina replaced Goremykin? (2 x 2) (4)
- 1.2.5 Comment on the statement, 'The official government of the Russian Empire was now entirely in the hands of the Tsarina and her advisers.' (2 x 2) (4)

1.3 Read Source 1C.

- 1.3.1 Who, according to the source, took control of the Russian government after the Tsar abdicated? (1 x 1) (1)
- 1.3.2 Identify TWO repressive measures the Provisional Government took to suppress the people's demands. (2 x 1) (2)
- 1.3.3 Quote evidence from the source that suggests that the Provisional Government was unable to meet the demands of the people. (2 x 1) (2)
- 1.3.4 Explain how the 'ineffective reforms' of the Provisional Government would ultimately pave the way for Lenin's *coup de tat*. (2 x 2) (4)

1.4 Consider Source 1D.

- 1.4.1 What message is the cartoonist trying to convey about the Tsar's relationship with Rasputin? (1 x 2) (2)
- 1.4.2 Use the source and your own knowledge to explain Rasputin's contribution to the collapse of Tsarism in Russia. (2 x 2) (4)
- 1.4.3 Compare Sources 1B and 1D.
How does the information in Source 1B support the evidence in Source 1D regarding the influence of Rasputin over the Tsarism in Russia? (2 x 2) (4)

- 1.5 Using the information from the relevant sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) in which you explain, how Russia's participation in the First World War led to the abdication of the Tsar.

(6)
[50]

QUESTION 2: CAPITALISM IN THE USA, 1900–1940**WHAT WERE THE CAUSES OF THE GREAT DEPRESSION?**

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

2.1 Use Source 2A.

- 2.1.1 Why according to the source, did the American government pass the Fordney-McCumber Act? (3 x 1) (3)
- 2.1.2 List any THREE products which became expensive as a result of the high duties. (3 x 1) (3)
- 2.1.3 Use the source and your own knowledge to explain the impact of this Act on the economy of European powers. (1 x 2) (2)
- 2.1.4 Why do you think the European Powers owed the USA war debt? (1 x 2) (2)
- 2.1.5 Explain how the Fordney-McCumber Act contributed to the Great Depression. (1 x 2) (2)

2.2 Refer to Source 2B.

- 2.2.1 Quote evidence from the source that suggests that the USA had a high standard of living compared to other countries in the world. (1 x 2) (2)
- 2.2.2 List TWO electrical appliances that became very popular in the USA in the 1920s. (2 x 1) (2)
- 2.2.3 With reference to the word AUTOMOBILES; which car was produced in the USA in the 1920s? (1 x 2) (2)
- 2.2.4 Use the source and your own knowledge to explain how the production of automobiles stimulated the American economy in the 1920s. (2 x 2) (4)
- 2.2.5 Comment on why the period of prosperity 'would not last forever'. (2 x 2) (4)

2.3 Consult Source 2C.

- 2.3.1 Why, according to the source, did the price of shares increase in the 1920s? (1 x 1) (1)
- 2.3.2 Name ONE industrial corporation that attracted good returns on their shares. (1 x 1) (1)

- 2.3.3 Use the source and your own knowledge to explain how people made money from investing in shares/stocks. (2 x 2) (4)
- 2.3.4 Explain why over-speculation led to the crash of the Wall Street Stock Exchange. (2 x 2) (4)
- 2.4 Use Source 2D.
- 2.4.1 What can you learn about the impact of the Great Depression on the American population? (2 x 2) (4)
- 2.4.2 Compare Sources 2B and 2D. How does the information in Source 2B contradict the evidence in Source 2D with regard to the American way of life? (2 x 2) (4)
- 2.5 Using information from the relevant sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining the causes of the Great Depression. (6)
- [50]**

QUESTION 3: IDEAS OF RACE IN THE LATE 19th AND 20th CENTURIES**WHAT MEASURES DID HITLER IMPLEMENT TO PERSECUTE THE JEWS?**

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

3.1 Study Source 3A.

- 3.1.1 What, according to the source, was the prerequisite for the existence of the German people? (1 x 1) (1)
- 3.1.2 Use your own knowledge to define the concept '*Anti-Semitism*'. (1 x 2) (2)
- 3.1.3 Describe TWO ways in which the German blood could be kept pure. (2 x 1) (2)
- 3.1.4 Use your own knowledge to explain how the Nuremburg laws affected Jews living in Germany. (2 x 2) (4)
- 3.1.5 What do you think was the impact of the Nuremburg laws on Jews? (2 x 2) (4)

3.2 Refer to Source 3B.

- 3.2.1 What, according to the source, triggered the attack of Jewish shops on 10 November 1938? (1 x 2) (2)
- 3.2.2 List THREE targets of the Nazi attacks on the Jews. (3 x 1) (3)
- 3.2.3 Use the source and your own knowledge to explain why Hitler hated the Jews. (2 x 2) (4)
- 3.2.4 Why do you think this event is known as the *Kristallnacht* (Night of Broken Glass)? (1 x 2) (2)
- 3.2.5 What was the impact of *Kristallnacht* on the Jews living in Germany? (2 x 2) (4)

3.3 Consider Source 3C.

- 3.3.1 Define the concept '*extermination*' within the context of the persecution of Jews. (1 x 2) (2)
- 3.3.2 Quote evidence from the source that indicates that not only Jewish men were killed in the gas chambers. (2 x 1) (2)
- 3.3.3 Use the source and your own knowledge to explain Hitler's Final Solution. (2 x 2) (4)
- 3.3.4 Comment on the woman's statement to the soldier: "Have you no heart at all?" (2 x 2) (4)
- 3.3.5 Explain the reliability of this source to a historian researching the Final Solution. (1 x 2) (2)

3.4 Consult Source 3D.

- 3.4.1 Compare Sources 3C and 3D. How does the information in Source 3C support the evidence in Source 3D with regards to the Final Solution? (1 x 2) (2)

- 3.5 Using the information from the relevant sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining the measures Hitler implemented to persecute the Jews. (6)
- [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

‘The main aim of the Five Year Plans was to transform Russia into a powerful industrial state.’

Do you agree with the above statement? Substantiate your answer with relevant historical evidence.

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

‘In 1933 Roosevelt launched the New Deal – a series of measures to rescue the American economy.’

Discuss the validity of this statement by referring to the impact of the New Deal on the economy of the USA.

[50]**QUESTION 6: IDEAS OF RACE IN THE LATE 19th AND 20th CENTURIES**

‘The Australians believed that the Aborigines were biologically inferior and therefore did not need to be treated as human beings.’

To what extent is this statement accurate in relation to the treatment of the Aborigines by the Australian government?

[50]**TOTAL: 150**



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 11

NOVEMBER 2018

**HISTORY P1
ADDENDUM**

MARKS: 150

TIME: 3 hours

This addendum consists of 11 pages.

SECTION A: SOURCE-BASED QUESTIONS**QUESTION 1: COMMUNISM IN RUSSIA, 1900–1940****HOW DID RUSSIA'S PARTICIPATION IN THE FIRST WORLD WAR LEAD TO THE ABDICATION OF THE TSAR?****SOURCE 1A**

This source deals with Russia's participation in the First World War.

Thousands of Russian troops were sent to the front without proper equipment. They lacked everything: weapons, ammunition, boots or bedding. As many as a third of Russian soldiers were not issued with a rifle. In late 1914 Russia's general headquarters reported that 100,000 new rifles were needed each month, but that Russian factories were capable of producing less than half this number (42,000 per month). The soldiers, however, were well armed with prayers, as Russian Orthodox bishops and priests worked diligently to bless those about to go into battle, showering them generously with holy water from a bucket ...

By December, 1914, the Russian Army had 6,553,000 men. However, they only had 4,652,000 rifles. Untrained troops were ordered into battle without adequate arms or ammunition. And because the Russian Army had about one surgeon for every 10,000 men, many wounded of its soldiers died from wounds that would have been treated on the Western Front. With medical staff spread out across a 500-mile front, the likelihood of any Russian soldier receiving any medical treatment was close to zero.

[From: Alan Woods, *Tsarist Russia and the War*]

SOURCE 1B

This source explains the relationship between Rasputin and the Tsarina and the impact it had on Russia.

The Tsarina's blind faith in Rasputin led her to seek his counsel not only in personal matters but also on questions of state policy. General Alekseyev, held in high esteem by Nicholas II, tried to talk to the Tsarina about Rasputin, but only succeeded in making an implacable enemy of her. General Alekseyev told me later about his profound concern on learning that a secret map of military operations had found its way into the Tsarina's hands. But like many others, he was powerless to take any action.

On January 19, Goremykin was replaced by Sturmer, an extreme reactionary who hated the very idea of any form of popular representation or local self-government. Even more important, he was undoubtedly a believer in the need for an immediate cessation of the war with Germany.

During his first few months in office, Sturmer was also Minister of Interior, but the post of Minister of Foreign Affairs was still held by Sazonov, who firmly advocated honouring the alliance with Britain and France and carrying on the war to the bitter end, and who recognised the Cabinet's obligation to pursue a policy in tune with the sentiments of the majority in the Duma.

On August 9, however, Sazonov was suddenly dismissed. His portfolio was taken over by Sturmer, and on September 16, Protopopov was appointed acting Minister of the Interior. The official government of the Russian Empire was now entirely in the hands of the Tsarina and her advisers.

[From *Russia and History's Turning Point*]

SOURCE 1C

This source explains the role of the Provisional Government after the abdication of the Tsar.

The policy of the Provisional Government alternated between ineffective reforms and stern repressive measures. An edict from the Socialist Minister of Labour ordered all the Workers' Committees henceforth to meet only after working hours. Among the troops at the front, 'agitators' of opposition political parties were arrested, radical newspapers closed down, and capital punishment applied – to revolutionary propagandists. Attempts were made to disarm the Red Guard. Cossacks were sent to keep order in the provinces.

In September 1917, matters reached a crisis. Against the overwhelming sentiment of the country, Kerensky and the 'moderate' Socialists succeeded in establishing a Government of Coalition with the propertied classes; and as a result, the Mensheviks and Socialist Revolutionaries lost the confidence of the people forever.

Week by week food became scarcer. The daily allowance of bread fell from a pound and a half to a pound, then three-quarters, half, and a quarter-pound. Towards the end there was a week without any bread at all. Sugar one was entitled to at the rate of two pounds a month – if one could get it at all, which was seldom. A bar of chocolate or a pound of tasteless candy cost anywhere from seven to ten roubles - at least a dollar. For milk and bread and sugar and tobacco one had to stand in queue. Coming home from an all-night meeting I have seen the tail beginning to form before dawn, mostly women, some babies in their arms.

[From *John Reed, Ten Days That Shook the World*]

SOURCE 1D

This source depicts the influence of Rasputin over the Aristocracy.



[Adapted from <http://sfr-21.org/war-communism.html>. Accessed on 05 April 2018.]

QUESTION 2: CAPITALISM IN THE USA, 1900–1940**WHAT WERE THE CAUSES OF THE GREAT DEPRESSION?****SOURCE 2A**

This source explains the reasons and the impact of the Fordney-McCumber Act.

The Fordney-McCumber Act raised tariffs to levels higher than any previously in American history in an attempt to bolster the post-war economy, protect new war industries, and aid farmers. Duties on chinaware, pig iron, textiles, sugar, and rails were restored to the high levels of 1907 and increases ranging from 60 to 400 per cent were established on dyes, chemicals, silk and rayon textiles, and hardware. Tariffs on a variety of agricultural produce was raised. Although the tariffs encouraged the growth of monopoly in the United States, they also made it difficult for European powers to earn sufficient dollars to repay war debts. Other nations responded by increasing their tariffs thus limiting United States exports and constricting the market. These factors helped to create the weaknesses that produced the Depression.

[From Neil Wynn, *The A to Z from the Great War to the Great Depression*]

SOURCE 2B

This source explains the period of prosperity that occurred in the USA in the 1920's.

In America, the daily life of the majority is conceived on a scale that is reserved for the privileged classes anywhere else. The use of the telephone, for instance, is very widespread. In 1925 there were 15 subscribers for every 100 inhabitants as compared with 2 in Europe, and some 49,000,000 conversations per day. Wireless is rapidly winning a similar position for itself, for even in 1924 the farmers alone possessed over 550,000 radios.

Statistics for 1925 show that the United States owned 81 per cent of all the automobiles in existence, or one for every 5.6 people, as compared with one for every 49 and 54 in Great Britain and France. Though its population does not exceed 6 per cent of the world total, the United States consumes almost three-quarters of the available supply of rubber and gasoline, two-thirds of all the raw silk, and one-quarter of the sugar.

[From Andre Siegfried, *America Comes of Age*]

SOURCE 2C

This source explains how people invested in stocks and shares to become rich.

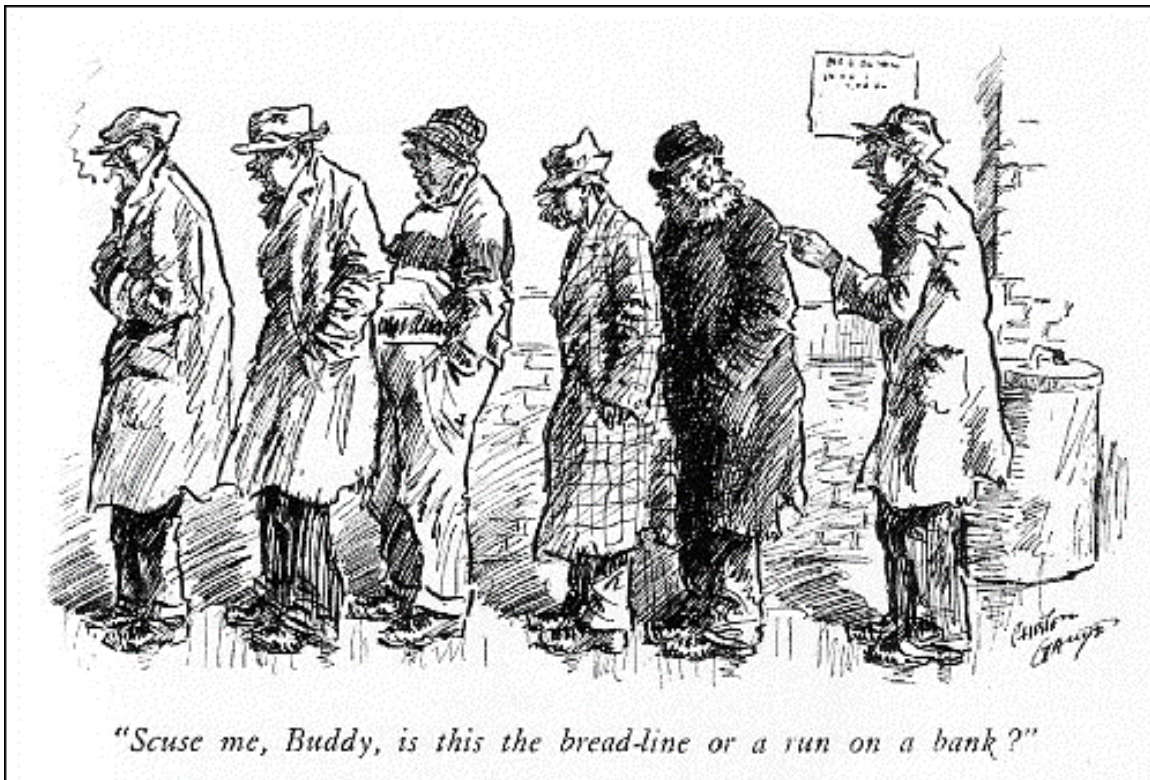
The common stocks of their country have in the past ten years increased enormously in value because the business of the country has increased. Ten dollars invested ten years ago, in the common stock of General Motors would now be worth more than a million and a half dollars. And General Motors is only one of many first-class industrial corporations.

If a man saves \$15 a week, and invests in good common stocks, and allows the dividends and rights to accumulate, at the end of twenty years he will have at least \$80,000 and an income from investments of around \$400 a month. He will be rich. And because income can do that, I am firm in my belief that anyone not only can be rich, but ought to be rich.

[From John J. Raskob, *Everybody Ought to be Rich*, *Ladies Home Journal*]

SOURCE 2D

This source depicts the consequences of the collapse of the stock exchange.



[From: <https://spartacus-educational.com>. Accessed on 05 April 2018.]

QUESTION 3: IDEAS OF RACE IN THE LATE 19th AND 20th CENTURIES**WHAT MEASURES DID HITLER IMPLEMENT TO PERSECUTE THE JEWS?****SOURCE 3A**

This is an extract from the '*Law for the Protection of German Blood and German Honour* (15th September, 1935)' which formed part of the Nuremberg Laws.

Imbued (infused) with the insight that the purity of German blood is prerequisite for the continued existence of the German people and inspired by the inflexible will to ensure the existence of the German nation for all times, the Reichstag has unanimously adopted the following law, which is hereby promulgated:

- (1) Marriages between Jews and subjects of German or kindred blood are forbidden. Marriages nevertheless concluded are invalid, even if concluded abroad to circumvent this law.
- (2) Only the state attorney may initiate the annulment suit.
- (3) Extramarital intercourse between Jews and subjects of German or kindred blood is forbidden.
- (4) Jews must not employ in their households' female subjects of German or kindred blood who are under forty-five years old.
- (5) Jews are forbidden to fly the Reich and national flag and to display the Reich colours.
- (6) They are, on the other hand, allowed to display the Jewish colours. The exercise of this right enjoys the protection of the state.

[From: <https://spartacus-educational.com>. Accessed on 05 April 2018.]

SOURCE 3B

This is an extract from David Buffam's (*American Consul in Leipzig*) account of the *Kristallnacht* (Night of Broken Glass) in November, 1938.

The shattering of shop windows, looting of stores and dwellings of Jews took place in the early hours of 10 November 1938, and was hailed in the Nazi press as a 'spontaneous wave of righteous indignation throughout Germany, as a result of the cowardly Jewish murder of Third Secretary von Rath in the German Embassy in Paris.'

.....

In one of the Jewish sections an 18-year-old boy was hurled from a three-story window to land with both legs broken on a street littered with burning beds. The main streets of the city were a positive litter of shattered plate glass. All of the synagogues were irreparably gutted by flames. One of the largest clothing stores was destroyed. No attempts on the part of the fire brigade were made to extinguish the fire. It is extremely difficult to believe, but the owners of the clothing store were actually charged with setting the fire and on that basis, were dragged from their beds at 6 a.m. and clapped into prison and many male German Jews have been sent to concentration camps.

[From: <https://spartacus-educational.com>. Accessed on 05 April 2018.]

SOURCE 3C

This is an extract from Rudolf Höss' (commandant of Auschwitz) experience of killing Jews at the Auschwitz death camp.

In the spring of 1942 the first transports of Jews, all earmarked for extermination, arrived from Upper Silesia.

It was most important that the whole business of arriving and undressing should take place in an atmosphere of the greatest possible calm. People reluctant to take off their clothes had to be helped by those of their companions who had already undressed, or by men of the Special Detachment.

Many of the women hid their babies among the piles of clothing. The men of the Special Detachment were particularly on the look-out for this, and would speak words of encouragement to the woman until they had persuaded her to take the child with her.

I noticed that women who either guessed or knew what awaited them nevertheless found the courage to joke with the children to encourage them, despite the mortal terror visible in their own eyes.

One woman approached me as she walked past and, pointing to her four children who were manfully helping the smallest ones over the rough ground, whispered: "How can you bring yourself to kill such beautiful, darling children? Have you no heart at all?"

One old man, as he passed me, hissed: "Germany will pay a heavy penance for this mass murder of the Jews." His eyes glowed with hatred as he said this. Nevertheless, he walked calmly into the gas-chamber.

[From <https://spartacus-educational.com>. Accessed on 05 April 2018.]

SOURCE 3D

This source depicts the Jewish victims at the Auschwitz death camp.



[From: https://www.google.co.za/search?tbm=isch&q=extermination+camps&chips=q:extermination+camps,online_chips:auschwitz&usg=AI4. Accessed on 05 April 2018.]

ACKNOWLEDGEMENTS

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

Tames, R. – *Last of the Tsars*, London: Pan Macmillan

Alan Woods, *Tsarist Russia and the War*

John J. Raskob, *Everybody Ought to be Rich*

www.spartacushistory.com. Accessed on 05 April 2018.

Curtiss, JS, *The Russian Revolutions of 1917*. Princeton; Anvil Von Nostrand

Adapted from <http://sfr-21.org/war-communism.html>. Accessed on 05 April 2018.

www.sahistory.org.za/article/great-depression-usa-grade-11. Accessed on 11 April 2018.

<http://ic.galegroup.com/ic/uhic>. Accessed on 10 April 2018.

www.sahistory.org.za/article/great-depression-usa-grade-11. Accessed on 13 April 2018.

Making History Grade 11 by Defterios, R et al, Heinemann, 2006

Via Afrika History Grade 11 Learner's Book, by S. Grove et al at page 134