



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 11

NOVEMBER 2019

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**WHAT WERE THE CAUSES OF THE RUSSIAN REVOLUTION OF 1917?**

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

1.1 Study Source 1A.

- 1.1.1 Why, according to the source, did Father Gapon deliver the petition to the Tsar? (1 x 2) (2)
- 1.1.2 Give THREE reasons why the workers were unhappy with their employers. (3 x 1) (3)
- 1.1.3 Explain what father Gapon implied when he said, 'They have enslaved us and they did so under the protection of your officials, with their aid and with their co-operation'. (2 x 2) (4)
- 1.1.4 Who according to the source were the:
- (a) Exploiters of the working class
- (b) The thieves of public funds and looters of the Russian people (2 x 1) (2)
- 1.1.5 Use the information in the source and your own knowledge to explain how the Tsar responded to the demands of the workers. (2 x 2) (4)
- 1.1.6 Explain the reliability of this source for historians researching the causes of the Russian Revolution of 1917. (1 x 2) (2)

1.2 Read Source 1B.

- 1.2.1 Name the TWO mistakes that contributed to the Russian people becoming disillusioned with their involvement in the First World War. (2 x 1) (2)
- 1.2.2 Comment on the statement, 'Rasputin's power at the Winter Palace seemed to increase every day ...' (2 x 2) (4)
- 1.2.3 Why do you think England felt that Russia had let them down? (1 x 2) (2)
- 1.2.4 Using the information in the source and your own knowledge, explain how Russia's participation in the First World War led to the downfall of the Tsarist regime. (2 x 2) (4)

- 1.3 Refer to Source 1C.
- 1.3.1 What do you think was the intention of the photographer in publishing this picture? (1 x 2) (2)
- 1.3.2 Compare Sources 1B and 1C. How does the information in Source 1B support the evidence in Source 1C regarding Russia's participation in the First World War? (1 x 2) (2)
- 1.4 Consider Source 1D.
- 1.4.1 Who, according to the source, incited the working women to join the strike in Petrograd? (1 x 2) (2)
- 1.4.2 List THREE reasons why the working women decided to protest. (3 x 1) (3)
- 1.4.3 What impact did the conduct of the soldiers have on the Tsardom when they decided to join the revolt against the Tsar? (1 x 2) (2)
- 1.4.4 Use the information in the source and your own knowledge to explain how the Bolsheviks managed to get rid of the Tsar during the February revolution. (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) explaining the causes of the Russian revolution of 1917. (6)
- [50]**

QUESTION 2: CAPITALISM IN THE USA, 1900–1940**WHAT WAS THE IMPACT OF THE GREAT DEPRESSION ON THE LIVES OF AMERICANS IN THE 1930s?**

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

2.1 Use Source 2A.

- 2.1.1 Define the concept *Great Depression* in your own words. (1 x 2) (2)
- 2.1.2 Quote evidence from the source that suggests that men killed themselves because of their inability to provide for their families. (1 x 2) (2)
- 2.1.3 Why, according to the source, did men desert their families? (1 x 2) (2)
- 2.1.4 Use the information in the source and your own knowledge to explain why two million men and women became travelling hobos. (2 x 2) (4)
- 2.1.5 Explain how the Great Depression led to the formation of Hoovervilles. (2 x 2) (4)

2.2 Refer to Source 2B.

- 2.2.1 Quote evidence from the source that suggests that Black Americans were unaware of the Great Depression. (1 x 2) (2)
- 2.2.2 What type of work, according to the source, were Black Americans doing in the South? (1 x 2) (2)
- 2.2.3 Explain what Angelou meant with the statement, 'The Depression had gone on long before the crash of 29 took place'. (1 x 2) (2)
- 2.2.4 Use the information in the source and your own knowledge to explain how Black Americans reacted towards white hobos who entered their area. (2 x 2) (4)
- 2.2.5 Explain the usefulness of this source for historians researching the effect of the Great Depression on Black people in America in the 1930s. (1 x 2) (2)

2.3 Consult Source 2C.

- 2.3.1 Name the organisation that brought relief to the people of Alabama. (1 x 1) (1)
- 2.3.2 What conclusion can be drawn about the Alabama legislature's attitude towards the needs of their people? (1 x 2) (2)
- 2.3.3 List THREE demands suggested by the delegation to improve the lives of the citizens of Alabama. (3 x 1) (3)
- 2.3.4 Using the information in the source and your own knowledge, explain the effects that the Great Depression had on education in Alabama. (2 x 2) (4)
- 2.3.5 Explain the reliability of the source for historians researching the impact of the Great Depression on the citizens of Alabama. (1 x 2) (2)

2.4 Use Source 2D.

- 2.4.1 What can you learn about the impact of the Great Depression on the American people? Use the visual clues in the source to support your answer. (2 x 2) (4)
- 2.4.2 Use the source and your own knowledge to explain how an unemployed American would have felt after viewing this picture. (1 x 2) (2)

- 2.5 Using the information from the relevant sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining the impact of the Great Depression on the lives of Americans in the 1930s. (6)

[50]

QUESTION 3: IDEAS OF RACE IN THE LATE 19th AND 20th CENTURIES**HOW WERE JEWS PERSECUTED IN GERMANY?**

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

3.1 Study Source 3A.

3.1.1 When, according to the source, did the discrimination of Jews begin in Germany? (1 x 1) (1)

3.1.2 Use your own knowledge to define the concept *Anti-Semitism*. (1 x 2) (2)

3.1.3 List THREE reasons that the Nazi Party used to justify their discrimination against the Jews. (3 x 1) (3)

3.1.4 Comment on Bernhard Losener's statement, 'Identifying a Jew was total chaos.' (1 x 2) (2)

3.1.5 Use the information in the source and your own knowledge to explain the consequences of the discrimination on the Jewish community. (2 x 2) (4)

3.1.6 Explain why Hitler's treatment of the Jews cannot be justified. (1 x 2) (2)

3.2 Consider Source 3B.

3.2.1 How, according to the source, were Jews identified in Nazi-occupied Europe? (1 x 2) (2)

3.2.2 List TWO reasons why Jews had to wear the Star of David. (2 x 1) (2)

3.2.3 Why do you think it became necessary for Hitler to send the Jews to concentration camps? (2 x 2) (4)

3.2.4 Use the information in the source and your own knowledge to explain Hitler's Final Solution for the Jews. (2 x 2) (4)

3.3 Consult Source 3C.

3.3.1 What do you think was the intention of the photographer in publishing this picture? (2 x 2) (4)

3.3.2 Compare Sources 3B and 3C. How does the information in Source 3B support the evidence in Source 3C regarding the treatment of Jews? (1 x 2) (2)

3.4 Refer to Source 3D.

3.4.1 What method, according to the source, was used to murder Jews on a mass scale at Chelmno Extermination Camp? (1 x 1) (1)

3.4.2 Comment on why you think the Germans lied to the Jews about the intention of them having to shower. (2 x 2) (4)

3.4.3 List the THREE steps that was used by the Germans to carry out the killing of the Jews at the Chelmno Extermination Camp. (3 x 1) (3)

3.4.4 Why do you think the Germans decided to destroy the Chelmno Extermination Camp in September 1944? (2 x 2) (4)

3.5 Using the information from the relevant sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining how Jews were persecuted in Germany. (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

Explain to what extent Stalin succeeded in transforming Russia into a superpower by 1939.

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

‘Franklin Roosevelt’s New Deal was successful in dealing with America’s economic problems in the 1930s.’

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

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

‘Pseudo-Scientific theories of Social Darwinism and Eugenics had a negative effect on the indigenous people of Australia’.

Discuss the validity of this statement by referring to the treatment of the Aborigines at the hands of the Australian government.

[50]**TOTAL: 150**



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This addendum consists of 14 pages.

SECTION A: SOURCE-BASED QUESTIONS**QUESTION 1: COMMUNISM IN RUSSIA, 1900–1940****WHAT WERE THE CAUSES OF THE RUSSIAN REVOLUTION OF 1917?****SOURCE 1A**

This source is an extract from Father Gapon's petition to the Tsar on 5 January 1905 at the Winter Palace. The petition outlined the unhappiness of the working class and called for economic and political reforms.

"We, workers and inhabitants of the city of St. Petersburg ... have come to you, Sovereign, to seek justice and protection. We are impoverished (poor) and oppressed, we are burdened with work, and insulted. Our first request was that our employers discuss our needs together with us. But they refused to do this. Also unlawful were our other requests: to reduce the working day to eight hours; for them to set wages together with us and by agreement with us.

They have enslaved us and they did so under the protection of your officials, with their aid and with their cooperation. They imprison and send into exile any one of us who has the courage to speak on behalf of the interests of the working class and of the people

Would it not be better if we, the toiling people of all Russia, died? Let the capitalists – exploiters of the working class – and the bureaucrats – embezzlers (thieves) of public funds and the pillages (looters) of the Russian people – live and enjoy themselves.

Here we seek our last salvation (help)...Give the order, swear to meet these needs, and you will make Russia both happy and glorious, and your name will be fixed in our hearts and the hearts of our posterity for all time. But if you do not give the order, if you do not respond to our prayer, then we shall die here, on this square, in front of your palace. There are only two roads for us, one to freedom and happiness, the other to the grave."

[From <https://alphahistory.com/russianrevolution/bloody-sunday-petition-1905>. Accessed on 05 April 2019.]

SOURCE 1B

This source is an extract from a book written by Meriel Buchanan, daughter of the British ambassador to Russia who lived in St Petersburg between 1910 and 1918. It explains the causes of the growing unrests in Russia in 1916.

“From all sides came the complaints of a people wearied (tired) by the war, disillusioned (disappointed), lost in what seemed an endless circle of mistakes. General Polivanov [Minister of War] had been replaced by a weak, colourless man who did nothing to stem the rising tide of discontent in the army. Sergey Sazanov, who had been minister of foreign affairs for close on six years, whose love of country and for England had helped draw the two great nations together, was supplanted by Sturmer, the man with the German name and German sympathies.

Food was growing ever scarcer, the queues outside the bread shops stretched right down the length of the streets. It was said in all directions that the merchants and shopkeepers were building up huge profits at the expense of the people.

Rasputin’s power at the Winter Palace seemed to increase every day ...

I have heard people with temerity (boldness) doing both since I got back to England. “Russia has betrayed us!” “Russia has let us down!” How often does one hear these phrases – but do the people who say them know what Russia has suffered? Have they lived in Russia those first years of the war, seen the shortage of every kind of ammunition, the appalling suffering of the troops, the heart-breaking losses during those retreats when the soldiers, having no guns with which to defend themselves, had to fight with sticks and stones?

[From *Petrograd: The City of Trouble*, 1914–18 by Meriel Buchanan]

SOURCE 1C

The source below depicts Russian prisoners-of-war after the Battle of Tannenberg, August 1914.



[From <http://greatwarproject.org/wp-content/uploads/2014/08/web-tannenberg-getty.jpg>. Accessed on 05 April 2019.]

SOURCE 1D

The source below is an extract from an article written by the Communist Party of the Soviet Union in 1938. It provides a Soviet account of the February revolution of 1917.

On February 18th 1917, a strike broke out at the Putilov Works in Petrograd. On February 23rd, at the call of the Petrograd Bolsheviks, working women came out in the streets to demonstrate against starvation, war and tsardom. The political strike began to grow into a general political demonstration against the tsarist system. On February 24th the demonstration was resumed with even greater vigour (strength). About 200 000 workers were already on strike...

On February 26th the Bolshevik Central Committee issued a manifesto calling for the continuation of the armed struggle against tsardom and the formation of a provisional revolutionary government. On February 27th the troops in Petrograd refused to fire on the workers and began to line up with the people in revolt. The number of soldiers who had joined the revolt by the morning of February 27th was still no more than 10 000 but by the evening it already exceeded 60 000.

The workers and soldiers who had risen in revolt began to arrest tsarist ministers and generals and to free revolutionaries from jail. The released political prisoners joined the revolutionary struggle. ... But the troops rapidly went over to the side of the workers, and this decided the fate of the tsarist autocracy (dictatorship). When the news of the victory of the revolution in Petrograd spread to other towns, the workers and soldiers everywhere began to depose the tsarist officials. The February bourgeois-democratic revolution had won.

[From <https://alphahistory.com/russianrevolution/soviet-account-of-the-february-revolution-1938>. Accessed on 05 April 2019.]

QUESTION 2: CAPITALISM IN THE USA, 1900–1940**WHAT WAS THE IMPACT OF THE GREAT DEPRESSION ON THE LIVES OF AMERICANS IN THE 1930s?****SOURCE 2A**

The source below describes the impact of the Great Depression on men in the USA.

The stress of financial strain took a psychological toll- especially on men who were suddenly unable to provide for their families. The national suicide rate rose to an all-time high in 1933.

Marriages became strained, though many couples could not afford to separate. Divorce rates dropped during the 1930s though abandonments increased. Some men deserted their families out of embarrassment or frustration. This was sometimes called a 'poor man's divorce'.

It is estimated that more than two million men and women became travelling hobos. Many of these were teens who felt they had become a burden on their families and left home in search of work. It was worse with men as head of the families because they could not put something on the table.

Riding the rails – illegally hopping on freight trains – became a common, yet dangerous way to travel. Those travelling the country in search of work often camped in 'Hooverilles', shantytowns named after Herbert Hoover, president during the early years of the Great Depression.

[From <https://www.history.com/news/life/for-the-average-family-during-the-great-depression>.
Accessed on 18 March 2019]

SOURCE 2B

The source below is an extract from an interview with Maya Angelou, conducted by Blackside, Inc. on April 11, 1992. Maya Angelou (historian and civil rights leader) describes the impact of the Great Depression on Black communities in the USA.

... They said in the South that “the Depression had been going on for ten years before black people even knew about it,” even knew it existed, and that was true particularly in the South, in villages, and small hamlets, and small towns because the people lived at a subsistence level for the most part. Many were sharecroppers ... they owed their lives to the company store. So because they hadn’t been able to get education, they were vulnerable to the greed and evil of the farm owners. So at the end of the year the farmer found himself in debt.

So, the Depression had gone on long before the crash of ‘29 took place. One of the ways it affected the black community was that the white hobos (travellers) would come to the black area to ask for food. Now, partly out of pride, and maybe the other part out of an ability to identify, to empathise with the hobo, black people always gave food. Now they had beans, maybe, with a little piece of smoked meat or dried meat, cured meat, they had cornbread, and black people would give beans and cornbread to black hobos.

[From <http://digital.wustl.edu/cgi/t/text/text-idx?c=gds;cc=gds;rgn=main;view=text;idno=ang00031.00707.028>. Accessed on 05 April 2019.]

SOURCE 2C

The source below is a letter from a delegation of the Unemployed Councils of Alabama, to Governor Benjamin Miller and the state legislature (1931) representing all the cities. It describes the living conditions of the people and it gives a list of demands for unemployment relief.

At the same time that the state legislature (parliament) is in a special session, there exists widespread unemployment and great misery amongst the people of Alabama. The relief being afforded by the Red Cross is entirely inadequate and is nothing but a slow process of starvation. The various self-help schemes in the cities are plans to keep the unemployed on a permanent pauper (bankrupt) level. The conditions of the unemployed is getting worse, unemployment is increasing and the question of immediate relief is the foremost issue confronting the thousands of the unemployed and their families.

The special session is not attempting to meet this need... All the so called economy measures are attempts to lower the living standard of the people.

In answer to these conditions, we have been elected as a delegation to present the following demands for immediate unemployment relief which we believe should take precedence over all questions before the legislature.

\$3 cash weekly relief for the average family...

Free utilities** (gas, light, water) and rent for all unemployed and part-time workers earning less than \$7 a week.

Adequate care for homeless, young and single workers

Provision for opening of all schools, payment of salaries to teachers and free lunches and books for school children

Right to vote for all unemployed without payment of poll tax

[From <http://digital.archives.alabama.gov/cdm/singleitem/collection/voices/id/3912/rec/14>.
Accessed on 16 August 2019]

SOURCE 2D

This photo depicts the consequences of the Great Depression.



[From <https://www.bing.com/images/search?view=detailU2&id=C4DF7F9C284C8E2CCEBFCA3537047232F6EF1D07...> Accessed on 05 April 2019.]

QUESTION 3: IDEAS OF RACE IN THE LATE 19th AND 20th CENTURIES**HOW WERE JEWS PERSECUTED IN GERMANY?****SOURCE 3A**

This source explains the reasons for Hitler's racial policy towards the Jews.

Discrimination against Jews began immediately after the national seizure of power in 1933. The Nazi Party used populist anti-Semitic views to gain votes. Using the stab in the back legend they blamed poverty, the hyperinflation in the Weimer Republic, unemployment and the loss of World War 1 all on the Jews and Bolsheviks.

German woes (miseries) were attributed to the effects of the Treaty of Versailles in 1933 and the persecution of Jews became active Nazi policy. This was at first hindered (delayed) by the lack of agreement on who qualified as a Jew as opposed to an Aryan. Bernhard Losener described it as 'total chaos', with local authorities regarding anything from full Jewish background to Jewish blood as defining a Jew.

Those of mixed descent were especially problematic in their eyes. The first anti-Semitic law was promulgated (circulated) 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 Muscling.

On 1 April 1933, the Nazi boycott of Jewish businesses was observed throughout Germany. Only six days later, the Law for Restoration of the Professional Civil Service was passed, banning Jews from government jobs. These laws meant that Jews were now indirectly dissuaded or banned from privileged and superior positions reserved for 'Aryan Germans'. From then on, Jews were forced to work in more menial (unskilled) positions, becoming second-class citizens to the point that they were illegally residing (living) in Germany.

[From <http://everything.explained.today/racial-policies-of-Nazi-Germany>. Accessed on 26 August 2019]

SOURCE 3B

This source explains the reasons why Hitler decided to identify Jews in Germany.

Jews throughout Nazi-occupied Europe were forced to wear a badge in the form of a yellow Star as a means of identification. This was not a new idea; since medieval (old-fashioned) times many other societies had forced their Jewish citizens to wear badges to identify themselves.

The badges were often printed on coarse yellow cloth and were a garish yellow colour. The star, which represented the Star of David, was outlined in thick, black lines and the word 'Jew' was printed in mock Hebraic type. In the Warsaw ghetto, Jews wore a white armband with a blue Star of David on the left arm. In some ghettos, even babies in prams had to wear the armband or stars. Jewish shops were also marked with a Yellow Star.

The star was intended to humiliate Jews and to mark them out for segregation and discrimination. The policy also made it easier to identify Jews for deportation to camps.

[From www.bl.uk/learning/histcitizen/voices/info/yellow_star/theyellowstar.html. Accessed on 26 August 2019.]

SOURCE 3C

This photo depicts Jewish children wearing clothes marked with the Star of David.



[From www.bl.uk/learning/histcitizen/voices/info/yellow_star/theyellowstar.html. Accessed on 05 April 2019]

SOURCE 3D

This source explains how Jews were killed at the Chelmno Extermination Camp.

Chelmno was the first Nazi camp where gassing was used to murder Jews on a large scale. A total of 320 000 people were murdered at Chelmno. These included Jews from the Lodz ghetto and throughout the area, in addition to 5 000 Roma who had been previously sent to the ghetto.

The first group of victims arrived at Chelmno on 7 December 1941. The following day the first exterminations took place. On arrival at the 'Palace' camp, the Jews were told that they would be fairly treated and receive good food in return for working on the estate, in Austria or in the East.

They were then told that they needed to shower to become clean and that their clothes had to be disinfected. This was a lie. They were led to the undressing room, where they gave up their valuables and clothes. But, having been led up steps to the 'washrooms', they in fact found themselves in a gas van. The doors were closed and locked.

The driver then drove into the forest. After ten minutes the gas fumes had suffocated all those inside the van. The victims were buried in mass graves. The possessions of those brought to Chelmno were given or sold to Germans living in the region.

The Nazis destroyed Chelmno in September 1944. They ordered the digging up and cremation of all of the bodies from the mass graves.

[From <https://www.theholocaustexplained.org/the-final-solution/the-death-camps/>. Accessed on 26 August 2019.]

ACKNOWLEDGEMENTS

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

<https://alphahistory.com/russianrevolution/bloody-sunday-petition-1905>

Petrograd: The City of Trouble, 1914-18 by Meriel Buchanan

<http://greatwarproject.org/wp-content/uploads/2014/08/web-tannenberg-getty.jpg>

<https://alphahistory.com/russianrevolution/soviet-account-of-the-february-revolution-1938>

<https://www.history.com/news/life-for-the-average-family-during-the-great-depression>

<http://digital.wustl.edu/cgi/t/text/text-idx?c=gds;cc=gds;rgn=main;view=text;idno=ang00031.00707.028>

<http://digital.archives.alabama.gov/cdm/singleitem/collection/voices/id/3912/rec/14>

<https://www.bing.com/images/search?view=detailU2&id=C4DF7F9C284C8E2CCEBFCA3537047232F6EF1D07>

<http://everything.explained.today/racial-policies-of-Nazi-Germany>

<https://www.history.com/topics/world-war-ii/the-holocaust>

www.bl.uk/learning/histcitizen/voices/info/yellow_star/theyellowstar.html

