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education

Department:
Education
North West Provincial Government
REPUBLIC OF SOUTH AFRICA

PROVINCIAL ASSESSMENT

GRADE 11

HISTORY P1

NOVEMBER 2024

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 SECTION A and SECTION B based on the Prescribed content framework in the CAPS document.

   SECTION A: SOURCE-BASED QUESTIONS

   QUESTION 1: COMMUNISM IN RUSSIA 1900 TO 1940: LENIN'S INTERPRETATION OF MARXISM

   QUESTION 2: CAPITALISM IN USA 1900 TO 1940: THE NATURE OF CAPITALISM IN THE USA

   QUESTION 3: IDEAS OF RACE: NAZI GERMANY AND THE HOLOCAUST

   SECTION B: ESSAY QUESTIONS

   QUESTION 4: COMMUNISM IN RUSSIA 1900 TO 1940: STALIN'S INTERPRETATION OF MARXISM LENINISM

   QUESTION 5: CAPITALISM IN USA 1900 TO 1940: ROOSEVELT'S DEAL

   QUESTION 6: IDEAS OF RACE: NAZI GERMANY AND THE HOLOCAUST

2. SECTION A consists of THREE source-based questions. Source material that is required to answer these questions will be found in the ADDENDUM.

3. SECTION B consists of THREE essay questions.

4. Answer THREE questions as follows:

   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 may be either a source-based question or an essay question.

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 of the sources as answers.

8. Number the answers correctly according to the numbering system used in this question paper.

9. Write neatly and legibly.

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SECTION A: SOURCE-BASED QUESTIONS

Answer at least ONE question, but not more than TWO questions, in this section.
Source material to be used to answer these questions is contained in the ADDENDUM.

QUESTION 1: WHAT WERE THE CONSEQUENCES OF WAR COMMUNISM ON RUSSIA?

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

1.1 Refer to Source 1A.

1.1.1 Define the historical term *Communism* in your own words. (1 x 2) (2)

1.1.2 Explain in your own words, what was the German philosopher Karl Marx's viewpoint on capitalism. (1 x 2) (2)

1.1.3 List two reasons why groups inside and outside Russia opposed Lenin's communist regime. (2 x 1) (2)

1.1.4 Using the information in the source and your own knowledge, explain why the communist revolution of 1917 took place in Russia. (1 x 2) (2)

1.1.5 Explain why you think the new communist government introduced the economic policy War Communism. (2 x 2) (4)

1.2 Read Source 1B.

1.2.1 Select TWO pieces of evidence from the source that suggests that Lenin's new economic policy had a negative impact on the economy. (2 x 1) (2)

1.2.2 Name THREE effects that the Civil War had on the mines in Russia. (3 x 1) (3)

1.2.3 How did Lenin's government respond to the protest by the rural peasants against his economic policies? (1 x 2) (2)

1.2.4 Comment on why you would regard the information in the source useful when researching the effects of War Communism on the people of Russia. (2 x 2) (4)

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1.3 Study Source 1C.

1.3.1 Explain why you think this photograph was taken of the 1921 famine (1 x 2) (2)

1.3.2 Why do you think this famine occurred in Russia that was a major producer of food before the 1917 revolution. (2 x 2) (4)

1.4 Compare Sources 1B and 1C. Explain how the information in Source 1B supports the evidence in Source 1C regarding the effects of War Communism on the people of Russia in the 1920s. (2 x 2) (4)

1.5 Use Source 1D.

1.5.1 Why according to the source, did the peasants call for the overthrow of the communist government? (3 x 1) (3)

1.5.2 What do you think Lenin meant by "We are barely hanging on"? (1 x 2) (2)

1.5.3 Why did sailors at Kronstadt staged a mutiny in 1921? (1 x 2) (2)

1.5.4 Explain why you think the Bolsheviks decided to change their economic policy. (1 x 2) (2)

1.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (80 words), explaining what were the consequences of War Communism on Russia? (8)
[50]

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QUESTION 2: HOW DID THE GREAT DEPRESSION AFFECT THE LIVES OF PEOPLE IN THE UNITED STATES BETWEEN 1929 AND 1933?

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

2.1 Refer to Sources 2A.

2.1.1 What according to the source, was the immediate impact of the Wall Street stock market crash of 1929? (1 x 2) (2)

2.1.2 Explain the term ''*stock market crash"* in your own words. (1 x 2) (2)

2.1.3 Why do you think some historians have called the Depression an inevitable failure of capitalism? (2 x 2) (4)

2.1.4 What is meant by the Great Depression was blamed on the economic excesses of the 1920's. (2 x 2) (4)

2.1.5 Comment on why you think the source would be useful to a historian researching about the causes of the Great Depression. (2 x 2) (4)

2.2 Read Source 2B.

2.2.1 Identify TWO factors from the source that showed that the economy was negatively affected after the crash. (2 x 1) (2)

2.2.2 Select THREE pieces of evidence from the source confirming that many employees were laid off. (3 x 1) (3)

2.2.3 Using the information in the source and your own knowledge, explain what former President Calvin Coolidge meant by: 'this country is not in good condition'. (2 x 2) (4)

2.2.4 Quote any THREE pieces of evidence from the source suggesting that poor Americans were the one's mostly affected by the Great Depression. (3 x 1) (3)

2.3 Study Source 1C.

2.3.1 Why do you think this photographer took this particular photograph of Florence Thompson in 1936? (1 x 2) (2)

2.3.2 Explain the message the photo conveys regarding the lives of people in the United States during the Great Depression. (1 x 2) (2)

2.4 Compare Sources 2B and 2C. Explain how the information in Source 2B supports the evidence in Source 2C regarding the effects the Great Depression had on the Americans. (2 x 2) (4)

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2.5 Use Source 1D.

2.5.1 Explain President Hoover's reaction to the stock market crash and the subsequent economic crises. (1 x 2) (2)

2.5.2 Using the information in the source and your own knowledge explain how successful was President Hoover's response 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 (about 80 words) explaining how did the Great Depression affect the lives of people in the United States between 1929 and 1933? (8)

[50]

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QUESTION 3: HOW DID HITLER AND THE NAZI PARTY CONSOLIDATE

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

3.1 Study Sources 3A.

3.1.1 Why according to the source, did Adolf Hitler and the Nazi Party call for new elections in 1933? (2 x 1) (2)

3.1.2 Define the term *Coalition Government* in your own words. (1 x 2) (2)

3.1.3 Identify TWO pieces of evidence from the source indicating the emergency powers given to the police. (2 x 1) (2)

3.1.4 Using the information in the source and you own knowledge, explain why the Nazi Party used the atmosphere of panic to their advantage? (2 x 2) (4)

3.2 Read Source 3B.

3.2.1 Why, according to the source, were minority groups excluded from the Aryan race? (2 x 1) (2)

3.2.2 Why, according the source were the Jehovah's Witnesses and Homosexuals excluded from the Aryan community? (2 x 1) (2)

3.2.3 Using the information in the source and your own knowledge, explain why you think black men and children of mixed marriages were sterilized. (2 x 2) (4)

3.2.4 In your view, why were the young 'racially pure' girls taken into the Lebensborn project by the Nazis in Germany? (2 x 2) (4)

3.2.5 Comment on why you think the source would be useful to a historian researching about Hitler's aim to establish a 'master race in Germany'. (2 x 2) (4)

3.3 Study Source 3C.

3.3.1 What messages are conveyed in the cartoon regarding the enemies of the Nazis? (2 x 2) (4)

3.3.2 Identify TWO groups that were regarded as enemies of the Jews. (2 x 1) (2)

3.3.3 Compare Sources 3B and 3C. Explain how the information in Source 3B supports the evidence in Source 3C regarding the Nazi Party's creation of a master race in Germany. (2 x 2) (4)

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3.4 Use Source 3D.

3.4.1 Explain how the Jewish population was targeted by the Nazis. (1 x 2) (2)

3.4.2 Using the information in the source and your own knowledge, explain why the Germans acted in this way towards the Jews. (2 x 2) (4)

3.5 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (80 words), explaining how did Hitler and the Nazi Party consolidate power in Germany. (8)
[50]

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SECTION B: ESSAY QUESTION

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

Your essay should be about THREE pages long.

QUESTION 4: COMMUNISM IN RUSSIA 1900 TO 1940: STALIN'S INTERPRETATION OF MARXISM - LENINISM

Stalin's policies on the Soviet people were effective and transformed the state into an industrial superpower.

Do you agree with the statement? Use relevant evidence to support your line of argument.

[50]

QUESTION 5: CAPITALISM IN USA 1900 TO 1940: ROOSEVELT'S NEW DEAL

Explain to what extent the New Deal brought about relief from the economic hardships the American people were experiencing.

Use relevant evidence to support your line of argument.

[50]

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

The Nazi Party targeted a wide range of racial, cultural, religious and political groups, in their desire to create a pure-bred master race in Germany.

Critically discuss this statement using relevant evidence to support your line of argument.

[50]

TOTAL: 150

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ADDENDUM

NOVEMBER 2024

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QUESTION 1: WHAT WERE THE CONSEQUENCES OF WAR COMMUNISM ON RUSSIA?

SOURCE 1A

This source depicts the philosophy surrounding Marxist-Leninism in Russia after the October 1917 revolution.

Capitalism is a system in which those who owns wealth e.g. financiers and industrialists have political and economic power. Communism is a system in which different classes are to be abolished (ended) and the state (government) controls all aspects of life. The idea that the working class would overthrow capitalism and create a communist society was developed by the German philosopher and writer, Karl Marx in the 19th century. The first communist revolution took place in Russia under leadership of Lenin (In October 1917).

Lenin believed that only a strong powerful central Communist Party could bring about revolution. But the position of the Communist was not secure. Many groups, both inside and outside Russia, opposed the communist regime (of Vladimir Lenin). The reason for this was that they had destroyed the democratically elected parliament, imposed one-party dictatorship, and wanted to introduce a radical new social economic system. (Communism in the place of capitalism).

From 1918 to 1921 there was a bitter civil war, when opponents of the Communists fought to overthrow the government. During the Civil War the government introduced an economic policy called War Communism, to help win the war. With War Communism economic policy, the government took control of all private property and the industry. The government confiscated (took) factories, mines, businesses, farms, hospitals, schools, shops, the transport industry and private property (homes) away from people who owned it. Everything in society was now owned by the state/government. Nobody was allowed to inherit property.

[From: *In Search of History*, Grade 11, Jean Bottaro, Pippa Visser & Nigel Worden]

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SOURCE 1B

This extract below describes the effects of War Communism on the people of Russia after the 1917 revolution.

The policy had a profound impact on Russia, both economically and socially. War Communism led to a severe decline in industrial production and agriculture. The requisitioning of grain led to widespread famine, as peasants had no incentive to produce surplus grain. The nationalisation of industries and the introduction of compulsory labour led to a drop in productivity, as workers had no motivation to work hard. The barter system, introduced due to the collapse of the monetary system, was ineffective and led to further economic decline. Similar to the impact of industrialisation and democracy, these drastic changes had significant repercussions on the economy and society. The years of the war had left mines flooded, machines smashed, factories and railways in ruins.

War Communism led to widespread discontent among the Russian population. The policy was deeply unpopular among the peasants, who made up the majority of the population. The requisitioning of grain led to famine and death, and the introduction of compulsory labour was seen as a return to serfdom. The peasants burned their crops and killed their livestock. This discontent led to numerous peasant's revolts, which were brutally suppressed by the Red Army. The centralisation and control of resources during War communism had parallels with other historical periods, such as warfare organisation, where military needs dictated social structures and policies.

[From: tutorchase.com – Oxford University: BA History]

SOURCE 1C

The source below is a photo showing a Russian peasant family during the 1921 famine. It depicts the widespread famine across Russia.



[From: tutorchase.com – Oxford University: BA History]

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SOURCE 1D

The following extract focusses on the results of War Communism in Russia in the early 1920s following the Bolshevik seizure of power.

The result of War Communism was economic chaos. Peasants refused to hand over the food, or failed to plant crops that they knew would be taken. Many people did not receive enough rations to live on. The situation in the factories was just as chaotic with managers fleeing abroad and workers refusing to work for starvation wages. By 1921 famine had broken out. Industrial production was down to one seventh of the 1913 level. It is estimated that 3,5 million people died from typhoid alone. With the economy in ruins, inflation out of control and the country in the grip of famine, the peasants called for the overthrow of communism. They rose up against the army and the CHEKA (State Police).

Lenin was so concerned that he said: "We are barely hanging on". Again the Bolsheviks responded with terror. They imposed their will by rounding up villages and shooting them in batches; whole villages were also sent into exile. However, they had to face a more serious revolt when, in 1921, the sailors at Kronstadt mutinied (revolted), demanding more political and economic freedom. They had always been regarded as the most loyal supporters of the Bolsheviks. Although Trotsky and the Red Army put down the revolt, the Party realised that if even their most loyal supporters were revolting against them, then it was time to change the policies that were driving them into revolt.

[From: *Russia and the USSR 1905 – 1995,* Oxford University Press, 2000 by T Downey]

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QUESTION 2: HOW DID THE GREAT DEPRESSION AFFECT THE LIVES OF PEOPLE IN THE UNITED STATES BETWEEN 1929 AND 1933?

SOURCE 2A

The source below explains the various economic factors that contributed to the Wall Street stock market crash in 1929 unleashing a global economic crisis.

The 1929 stock market crash often comes first to people's minds, when they think about the Great Depression. The crash almost instantly destroyed considerable wealth. Perhaps even more important, the crash sparked doubts about the health of the economy, which led consumers and firms to pull back on their spending, especially on big-ticket items like cars and appliances. However, as big as it was, the stock market crash alone did not cause the Great Depression. Some economists point a finger at protectionist trade policies and the collapse of international trade.

The Smoot-Hawley tariff of 1930 dramatically increased the cost of imported goods and led to retaliatory actions by the United States' major trading partners. The Great Depression was a worldwide phenomenon, and the collapse of international trade was even greater than the collapse of world output of goods and services. Still, like the stock market crash, protectionist trade policies alone did not cause the Great Depression.

Other experts offer different explanations for the Great Depression. Some historians have called the Depression an inevitable failure of capitalism. Others blame the Depression on the "excesses" of the 1920s: excessive production of commodities, excessive building, excessive financial speculation or an excessively skewed distribution of income and wealth. None of these explanations has held up very well over time. One explanation that has stood the test of time focuses on the collapse of the U.S. banking system and resulting contraction of the nation's money stock. Economists Milton Friedman and Anna Schwartz make a strong case that a falling money stock caused the sharp decline in output and prices in the economy. As the money stock fell, spending on goods and services declined, which in turn caused firms to cut prices and output and to lay off workers. The resulting decline in incomes made it harder for borrowers to repay loans. Defaults and bankruptcies soared, creating a vicious spiral in which more banks failed, the money stock contracted further, and output, prices and employment continued to decline.

[From: *The Great Depression*: An Overview by David C. Wheelock]

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SOURCE 2B

The source below is an extract from historian Howard Zinn's book *A People's History of the United States: 1942–present*. It focuses on the effects of the 1929 Great Depression on American industry.

After the crush, the economy was stunned (negatively affected), barely moving. Over five thousand banks closed and huge numbers of businesses, unable to get money, closed too. Those businesses that continued laid off employees and cut the wages of those who remained, again and again. Industrial production fell by 50 percent, and by 1933 perhaps 15 million (no one knew exactly) – one fourth or one third of the labour force were out of work.

The Ford Motor Company which in the spring of 1929 had employed 128 000 workers, was down to 37 000 by August of 1931. By the end of 1930, almost half the 280 000 textile mill workers in New England were out of work. Former President Calvin Coolidge commented with his customer wisdom: 'When more and more people are thrown out of work, unemployment results'. He spoke again in early 1931. 'This country is not in good condition'. Clearly those responsible for organising the economy did know what had happened, were baffled (puzzled) by it, refused to recognise it, and found reasons other than the failure of the system. Herbert Hoover had said, not long before the crush: 'We in America today are nearer to the final triumph over poverty than before in the history of any land.' Henry Ford, in March 1931, said the crisis was here because 'the average man won't really do a day's work unless he is caught and cannot get out of it. There is plenty of work to do if people would do it.' A few weeks later he laid off 75 000 workers.

There were millions of tons of food around, but it was not profitable to transport it, to sell it. Warehouses were full of clothing, but people could not afford it. There were lots of houses, but they stayed empty because people couldn't pay the rent, had been evicted, and now lived in shacks in quickly formed 'Hoovervilles' built on garbage dumps.

[From: http:/www.historyisaweapon.com/defcon1zinnselhel15.html]

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SOURCE 2C

The picture below was taken by Dorothea Lange in 1936. It shows the Great Depression migrant mother Florence Thompson age 32, the mother of seven children. She was a pea picker in California. When this picture was taken Florence had just sold her family's home for money to buy food.



[From: www.heraldnews.co.za accessed on 08 August 2024]

SOURCE 2D

This extract highlights the reaction of the American government and business leaders to the impact of the economic crises following the stock market crash.

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 with an overwhelming victory in the in the presidential election. In his acceptance speech, Roosevelt promised to address the problems of the Great Depression.

[From U.S. History Primary Source Timeline]

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QUESTION 3: HOW DID HITLER AND THE NAZI PARTY CONSOLIDATE POWER IN GERMANY?

SOURCE 3A

The source below highlights how the Nazi Party used the atmosphere of panic to their advantage following the outcome of the 1933 election in Germany.

On the 31 January 1933, Hitler, conscious of his lack of a majority in the Reichstag, immediately called for new elections to try and strengthen his position. The Nazis aimed to increase their share of the vote so that they would have a majority in the Reichstag. This would allow them to rule unopposed and unhindered by coalition government. Over the next two months, they launched an intense election campaign. On 27 February 1933, as the campaign moved into its final, frantic days, the Reichstag, the German Parliament building was set on fire and burnt down. An atmosphere of panic and terror followed the event. This continued when a young Dutch communist, Van der Lubbe was arrested for the crime.

The Nazi Party used the atmosphere of panic to their advantage, encouraging anti-communism. Goring declared that the communists had planned a national uprising to overthrow the Weimar Republic. This hysteria helped to run the public against the communists, one of the Nazis main opponents and 4000 people were imprisoned. The next day Hitler persuaded the president to pass an emergency decree suspending all articles in the constitution that guaranteed personal liberty, freedom of speech, freedom of the press and freedom of assembly. The police were given emergency powers to search houses, confiscate property and detain people indefinitely without trial. Concentration camps and detention centres were set up around the country and these were soon being filled.

[From: www.theholocaustexplained.org Accessed on 09 August 2024]

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SOURCE 3B

The following extract below looks at Hitler's aim to establish a 'master race' in Germany.

In Nazi Germany racism was founded on an obsession with racial purity which called for the ultimate destruction of other supposedly inferior racial groups, more especially the Jews.

One of Hitler's major goals was to establish a pure national community – a 'master race'. The Nazi vision of a pure Aryan community excluded minority groups who were regarded as undesirable or racially impure. In the years to come more than a quarter of a million 'Gypsies' would be thrown into concentration camps and eventually murdered. Jehovah's Witnesses were arrested and persecuted (tortured) because of their religious beliefs and many died of ill treatment in camps. Homosexuals were also incarcerated (imprisoned) and thousands died of starvation and brutality.

The mentally and physically disabled did not conform to the Nazi ideal for a pure master 'race'. Almost 200 000 of these people were murdered. Germany's small 'black' population of several thousand did not escape either. Black men and children of 'mixed' marriages were forcibly sterilised to ensure the racial group would die out. People with 'pure blood' (those with blond hair and blue eyes) were encouraged to have more children. In 1935 the leader of the Schutzstaffein (SS), Heinrich Himmler, created a project called Lebensborn, which means 'spring for life'. The aim of the project was to give young "racially pure' girls the opportunity to give birth in secret. Such girls could come to these centres to create a baby with one of the SS officers. The children would then be taken from their mothers and given to the SS, who took charge of their education and upbringing.

[From www.sahistory.org.za accessed on 08 August 2024]

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SOURCE 3C

The carton below is depicting Jews, communists and other enemies of the Nazis hanging on gallows in 1935.



[From www.holocaustencyclopedia.com accessed on 09 August 2024]

SOURCE 3D

This extract below highlights the reason why German people acted as they did against the Jews. It is written by a Jewish German, Hans Margules.

I was decorating the shop window with my boss and then we heard breaking glass everywhere, all over; it just didn't stop. We looked out into the street and saw a mass of people and we saw that the neighbouring shop, all the Jewish shops had been broken into. The people who were smashing the windows, they weren't even in uniform, they were just young boys with sticks who were enjoying themselves enormously (hugely). That was the end of Jewish business in Germany.

... A German had to feed his family. He wasn't anti-Semitic, but he had to do what the party desired, he had to belong to the party to carry on his job, to feed his family, and as it was repeated, the Jews are terrible, that must have gone into people's head. They must have thought - well, maybe that's right. You can't judge all the German people... everyone had to speak quietly ... fear ... it was a dictatorship.

[From: *The dawn of the century to the start of the Cold War,* London: BBC Books.]

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ACKNOWLEDGEMENTS

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

In Search of History, Grade 11, Jean Bottaro, Pippa Visser & Nigel Worden

tutorchase.com – Oxford University: BA History

Russia and the USSR 1905 – 1995, Oxford University Press, 2000 by T Downey

The Great Depression: An Overview by David C. Wheelock

http:/www.historyisaweapon.com/defcon1zinnselhel15.html

U.S. History Primary Source Timeline

www.holocaustencyclopedia.com

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http:/www.historyisaweapon.com/defcon1zinnselhel15.html

www.heraldnews/.co.za

www.theholocaustexplained.org

www.sahistory.org.za

The dawn of the century to the start of the Cold War, London: BBC Books

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