



Province of the  
**EASTERN CAPE**  
EDUCATION

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 11**

**NOVEMBER 2017**

**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**













