



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**

