



Province of the
EASTERN CAPE
EDUCATION

NATIONAL SENIOR CERTIFICATE

GRADE 11

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**HISTORY P1
ADDENDUM**

This addendum consists of 9 pages.

QUESTION 1 WHY DID LENIN IMPLEMENT THE NEW ECONOMIC POLICY?

SOURCE 1A

This source tries to explain why the West got involved in the Russian Civil War

The initial purpose [of the British, French and US intervention] was to help the Whites to continue the war against the Central Powers, but after November 1918, when the First World War ended, allied intervention was intended to assist in the crushing of the Communist government while it was still weak. Not only was Communist ideology hated in the ruling circles of Western Europe and America, but the Soviet government had also renounced all Russian debts [that is, it said it would not pay these debts], had nationalised foreign-owned industry without compensation, and was supporting revolutionary activity in Europe.

SOURCE: History for all Grade 11 by Elsabé Brink et al p 152

SOURCE 1B

This picture clearly shows the impact of War Communism on the ordinary Russians.



Source: Looking into the Past by Y. Seleti et al p 24

SOURCE 1C

This Source explains the reasons why Lenin abandoned War Communism and replaced it with the New Economic Policy at the Party Congress, 1921

'Our poverty and ruin are so great that we cannot at one stroke restore large scale socialist production - we must try to satisfy the demands of the peasants who are dissatisfied, discontented and cannot be otherwise...there must be a certain amount of freedom to trade, freedom for the small private owner. We are now retreating, but we are doing this so as to then run and leap forward more vigorously.'

Source: Making History Grade 11 by R. Deftereos et al p 125

SOURCE 1D

The Source below shows how the Russian economy recovered under the NEP

Year	1913	1921	1922	1923	1924
Coal Mined (million tonnes)	29,0	8,9	9,5	13,7	16,1
Steel Produced (million tonnes)	4,2	0,2	0,4	0,7	1,1
Grain Harvest (million tonnes)	80,1	37,6	50,3	56,6	51,4
Average Monthly Wages (roubles)	30,5	10,1	12,1	15,8	20,7

Source: In Search of History Grade 11 Learners Book by J. Bottaro et al p 91

QUESTION 2 WHAT WERE THE CAUSES OF THE GREAT DEPRESSION?**SOURCE 2A**

This source outlines how the failure of government policy led to the Great Depression.

The government's laissez-faire policy, of allowing business to sort itself out without government interference, allowed share prices to be manipulated and other irregularities to occur. There was no protection for the millions of ordinary people who had become involved in the frenzy of investment. When share prices dropped and banks began to fail these people lost everything.

Source: *In Search of History*, Grade 12, OUP, 2005, p 272

SOURCE 2B

The view of the American journalist and historian William Manchester explaining how over production contributed to the Great Depression.

The real blame lay in the false underpinnings of the Coolidge-Hoover 'New Era' prosperity ... the techniques of mass production combined to increase the efficiency per man-hour by over 40%. This enormous output of goods clearly required a corresponding increase of consumer buying power - that is, higher wages. But the worker's income in the 1920s didn't rise with this productivity. In the golden year of 1929 Brookings economists calculated that to supply the barest necessities, a family would need an income of \$2,000 a year - that was more than 60% of American families were earning. While the rich were speculating in shares, customers of limited means were being persuaded to take products anyhow by an overextension of credit.

Source: *The Glory and the Dream: A Narrative History of America, 1932-1972* by W Manchester, 1972

SOURCE 2C

This picture depicts the plight of the American farmers after the 1920 war time prosperity ended.



Source: Modern World History to GCSE by Colin Shephard en Alan Scadding, p 132

SOURCE 2D

This table clearly depicts the rise and fall of share prices in the USA between 1928 and 1929.

COMPANY	3 March 1928	3 Sep 1928	3 Nov 1929
MONTOMERY WARD	132	450	49
UNION CARBIDE AND CARBON	145	413	59
ELECTRIC BOND AND SHARE	90	204	50
RADIO CORPORATION OF AMERICA	94	505	28
WOOLWORTH	181	251	52

Share prices in cents from the Wall Street Journal, 1928-299 (From: Peter Lane. *The USA in the Twentieth Century*)

QUESTION 3 WHAT FACTORS LED TO THE RISE OF AFRIKANER NATIONALISM?

SOURCE 3A

This source consists of two viewpoints explaining the word “Afrikaner”

Viewpoint 1

This source explains the early use of the term Afrikaner or Afrikander

The term Afrikaner or Afrikander was used by different groups of people. The use of the term in reference to white people of Dutch origins remained ambiguous into the 20th century as it was initially used for slaves or ex-slaves of African descent in the 18th century. In the early 19th century, especially around 1830, however, it started to have regional usage for whites. According to the Zuid Afrikaan the term applied to English or Dutch who inhabited the land and were bound by duty and interest to further the well-being of their country.

As with the use of the term American, to refer to all immigrants of diverse European nationalities, the term Afrikaner was thought to have the capacity in future to eradicate the Dutch and English identities of the white settlers. As a result, those seeking to amalgamate all groups of colonists proposed the adoption of this term. The most formidable resistance to the use of this term came from Englishmen. The explanation given for this resistance was recorded by the Cape Times: the name was originally for half-bred offspring of slaves, and even in a word the connotation of slavery is detestable.

The other term used 'to refer to the Dutch settlers in the Cape and inland was Boer people. This term was widely used by pastoral farmers in the interior in reference to themselves. The English continued to talk of 'Cape-Dutch' whom they saw as more 'civilised' and better educated, while the Boers were ignorant and illiterate.

Source: Shutters History Grade 11 by Pat Ellis and Pat Olivier p 239

Viewpoint 2

This source explains the contrast between Afrikaner and English speaking whites in South Africa

For the Afrikaner Nationalist, the English-speaking group was regarded as having a special relationship' with Britain; conflicting with any loyalty its members owed to the South African State. Their traditional attachment to the symbols of this relationship - the crown and the Union Jack - their loyalty to the Commonwealth ideal, and their cultural and educational links with Britain, all suggested to the Afrikaner that his English -speaking counterpart was divided in his allegiance.

Source: History Alive by P. Kallaway et al p 456

SOURCE 3B

This is a picture of a starving child from a concentration camp in Bloemfontein during the South African War (Anglo-Boer War)



Source: Oxford Successful Social Sciences Grade 8 by Jean Bottaro et al p 129

SOURCE 3C

This source consists of a written source and a visual source

Written source

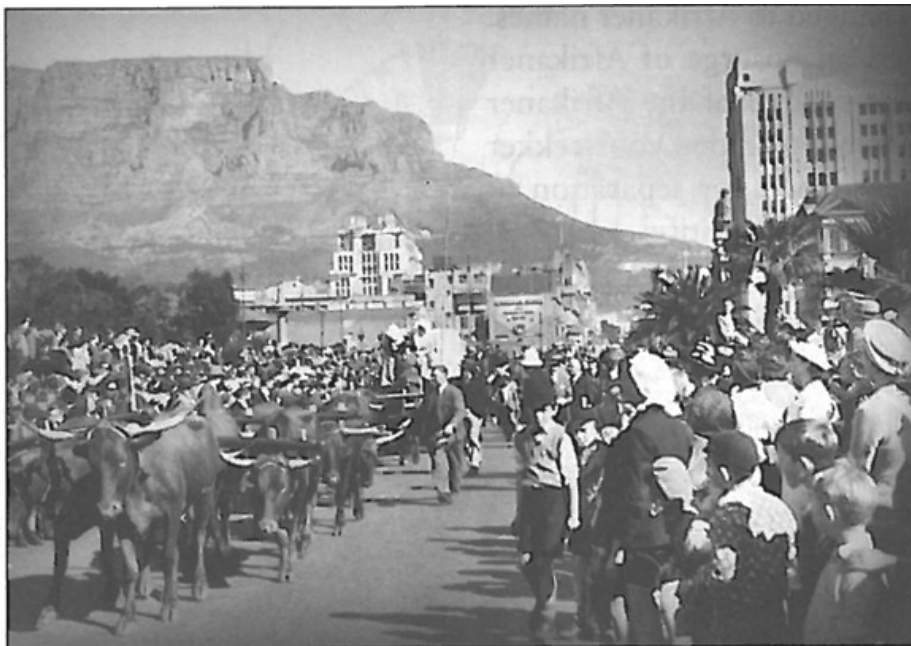
This source explains how the centenary celebrations of the Great Trek reawakened Afrikaner nationalism

A marked feature of the way in which Afrikaner Nationalism was constructed was the emphasis placed on history... Of particular significance in moulding an Afrikaner identity during the 1930s were the centenary celebrations of the Great Trek in 1938. The Great Trek, which assumed pride of place in Afrikaner history, was commemorated by nine ox wagons slowly making their way from Cape Town to the north. It turned out to be unprecedented cultural and political theatre - feverish crowds dressed in period Voortrekker garb welcomed the procession as it approached towns and cities. Streets were renamed after Voortrekker heroes; men and women were moved to tears by the spectacle; young people were married alongside the vehicles; couples christened their babies in the shade of wagons (many infants were given names derived from the Great Trek, such as Eeufesia and Kakebeenwania). Although this 'second Trek' had been carefully orchestrated, even the organisers were taken aback by the tumultuous response to the event.

Source: Making History Grade 11 by R. Deftereos et al p 228

Visual source

This photograph shows the centenary of Afrikaner Nationalism in 1938



Source: Making History Grade 11 by R. Deftereos et al p 228

SOURCE 3D

This source shows how Afrikaner leaders used propaganda to influence Afrikaner Nationalism after World War Two.

'Under wartime conditions, the economy expanded and diversified particularly rapidly, drawing more and more Africans in the urban labour market. Yielding to arguments that migrant labour, pass laws, and job colour bars were inefficient as well as unjust, the government bent the job colour bar, and allowed black wages to rise at a faster rate than white wages, and temporarily relaxed the pass laws. It also recognised that Africans were a permanent part of the urban population and toyed with the idea of recognising African trade unions. In those circumstances, a radical Afrikaner party managed to mobilise sufficient ethnic support to win a narrow victory in a general election in 1948.'

Source: Making History Grade 11 by R. Deftereos et al p 226

ACKNOWLEDGEMENTS

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