

Province of the  
**EASTERN CAPE**  
EDUCATION

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 11**

**NOVEMBER 2011**

**HISTORY P1**

**MARKS: 150**

**TIME: 3 hours**



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This question paper consists of 8 pages.

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**INSTRUCTIONS AND INFORMATION**

1. This question paper consists of THREE questions based on the prescribed content as contained in the guideline document:

QUESTION 1: CHALLENGES TO CAPITALISM

QUESTION 2: THE CRISIS OF CAPITALISM

QUESTION 3: COMPETING NATIONALISMS AND IDENTITIES IN AFRICA

2. Each question counts 75 marks, of which 45 marks are allocated for the source-based question and 30 marks for the extended writing question.
3. Candidates are required to answer TWO questions.
4. When answering questions, candidates should apply their knowledge, skills and insight.
5. A mere rewriting of the sources as answers will disadvantage candidates.
6. Write neatly and legibly.

**QUESTION 1      WHY DID LENIN IMPLEMENT THE NEW ECONOMIC POLICY?**

Study sources 1A, 1B, 1C and 1D to answer the questions.

**1.1      Study Source 1A:**

- 1.1.1      What, according to the Source, was the initial aim of the Whites helping Russia? (1x2)      (2)
- 1.1.2      Use the source and your own knowledge to explain the following concepts:
  - (a)      Nationalisation (2)
  - (b)      Communism (2)
- 1.1.3      Why, do you think the Reds won the Civil War? (2x2)      (4)
- 1.1.4      Explain whether the intervention of the Whites can be justified.(2x2)      (4)

**1.2      Refer to Source 1B:**

- 1.2.1      Explain how War Communism contributed towards the starvation of millions of Russians as seen in the Source. (2x2)      (4)
- 1.2.2      Explain how this source influenced Lenin's economic policy after the Civil War. (1x2)      (2)

**1.3      Refer to Source 1C:**

- 1.3.1      Use the source and your own knowledge to explain why Lenin introduced his New Economic Policy. (2x2)      (4)
- 1.3.2      Quote from the source that indicates "the NEP was a partial return to capitalism". (1x1)      (1)
- 1.3.3      Explain how the farmers benefited from the New Economic Policy. (2x2)      (4)
- 1.3.4      Explain the significance of Lenin's statement:  
  
"...We are now retreating, but we are doing this so as to then run and leap forward more vigorously." (1x3)      (3)

**1.4      Consult Source 1D:**

- 1.4.1      Why was there a drop in production from 1913 to 1921? (1x1)      (1)
- 1.4.2      Use the source and your own knowledge to account for the low economic figures in 1921. (2x2)      (4)
- 1.4.3      Why, do you think, did the "grain harvest" show the most dramatic improvement under the NEP? (1x2)      (2)

- 1.5 Using all the sources and your own knowledge, write a paragraph of about six lines (about 60 words) explaining how Lenin's NEP gained the support of the peasants. (6)

- 1.6 EXTENDED WRITING (Your response should be about 2 pages in length).

Answer ONE of the following questions: QUESTION 1.6.1 OR 1.6.2.

- 1.6.1 "Lenin's New Economic Policy was a partial return to capitalism that was essential for the survival of communism". Do you agree with this statement? Substantiate. (30)

**OR**

- 1.6.2 Using the information from the sources and your own knowledge, write a report explaining how the Bolsheviks retained and cemented their rule in Russia between the years 1917 – 1921. (30)  
**[75]**

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

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

## 2.1 Study Source 2A:

- |       |  |       |     |
|-------|--|-------|-----|
| 2.1.1 | Use the source and your own knowledge to explain the following concepts:   |       |     |
| (a)   | Laissez-faire  |       | (2) |
| (b)   | Capitalism   |       | (2) |
| 2.1.2 | Explain how ordinary citizens made money from investing in shares.   | (2x2) | (4) |
| 2.1.3 | What evidence is there in the source that suggests there was a lack of labour legislation in the American economy? | (1x2) | (2) |
| 2.1.4 | How, according to the Source, did big businesses manipulate this lack of labour legislation?                       | (1x2) | (2) |
| 2.1.5 | Use the source and your own knowledge to explain the role of banks in a capitalist economy.                        | (2x2) | (4) |

2.2 Refer to Source 2B:

- |       |   |       |     |
|-------|---|-------|-----|
| 2.2.1 | Using the source and your own knowledge, explain how over production contributed to the Great Depression. | (2x2) | (4) |
| 2.2.2 | Why do you think did the workers' salaries never increase?  | (1x1) | (1) |
| 2.2.3 | According to the source, identify the TWO classes created by capitalism.                                  | (2x1) | (2) |

2.3 Refer to Source 2C:

- |       |   |       |     |
|-------|---|-------|-----|
| 2.3.1 | Identify the TWO sectors of the American economy as depicted in the source.                     | (2x1) | (2) |
| 2.3.2 | Use the source and your own knowledge to explain why farmers lost their land in the 1920s.      | (2x2) | (4) |
| 2.3.3 | Explain how Source 2C complements Source 2B with regards to the impact of the Great Depression. | (2x2) | (4) |

## 2.4 Consult Source 2D:

2.4.1 How would you account for the rapid growth in the value of stocks and shares between 1922 and 1929? (1x1) (1)

2.4.2 Explain the rapid decline in the value of stocks and shares between 1929 and 1931. (2x2) (4)

2.4.3 Use the source and your own knowledge to explain the link between the Wall Street Crash and the Great Depression. (1x1) (1)

2.5 Using all the sources and your own knowledge, write a paragraph of about six lines (about 60 words) explaining how the government's policy of Laissez-faire contributed to the decline of farmers and ordinary workers. (6)

## 2.6 EXTENDED WRITING (Your response should be about 2 pages in length).

Answer ONE of the following questions: QUESTION 2.6.1 OR 2.6.2.

2.6.1 "Although the Wall Street Crash triggered of the Great Depression, it was not its main cause." Discuss the validity of this statement. (30)

**OR**

2.6.2 Using all the sources and your own knowledge, write an article for your school's magazine, outlining how the weaknesses in the US economy led to the Great Depression. (30)

**[75]**

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

Refer to sources 3A, 3B, 3C and 3D to answer the following questions.

**3.1      Study Source 3A:**

- 3.1.1      Use the source and your own knowledge to explain the term "Afrikaner". (1x2)      (2)
- 3.1.2      What, according to viewpoint 1, was the intended use of term "Afrikaner"? (1x1)      (1)
- 3.1.3      Use the source and your own knowledge to explain whether the term Afrikaner includes all white people. (1x2)      (2)
- 3.1.4      Why according, to viewpoint 2, was there no unity between Afrikaners and English speaking whites in South Africa? (1x2)      (2)
- 3.1.5      How does viewpoint 2 contrast the explanation of the term nationalism as described in viewpoint 1? (2x2)      (4)

**3.2      Study Source 3B:**

- 3.2.1      Why do you think the British put Afrikaner women and children in concentration camps during the South African War (Anglo-Boer War) of 1899 – 1902? (1x2)      (2)
- 3.2.2      Can this "scorched earth policy" of the British be justified? Explain your answer. (2x2)      (4)
- 3.2.3      Use the source and your own knowledge to explain how this picture contributed to the rise of Afrikaner nationalism. (2x2)      (4)

**3.3      Consult Source 3C:**

- 3.3.1      Use the written source and your own knowledge to explain the term "Great Trek". (1x2)      (2)
- 3.3.2      What were the aims of the centenary celebrations of the Great Trek? (1x2)      (2)
- 3.3.3      Explain the significance of the quote:  
"...from Cape Town to the North". (2x2)      (4)
- 3.3.4      How does the visual source complement (support) the aims of Afrikaner Nationalism? (1x2)      (2)
- 3.3.5      Why, do you think, were other races excluded from these celebrations? (2x2)      (4)

## 3.4 Refer to Source 3D:

3.4.1 Why, do you think, did the Smuts government bend the job colour bar during World War Two? (1x2) (2)

3.4.2 Why do you think the Afrikaners voted for the National Party during the 1948 elections? (2x1) (2)

3.5 Using all the sources and your own knowledge, write a paragraph of about six lines (60 words) explaining the role of Afrikaner nationalism. (6)

## 3.6 EXTENDED WRITING (Your response should be about 2 pages in length).

Answer ONE of the following questions: QUESTION 3.6.1 OR 3.6.2.

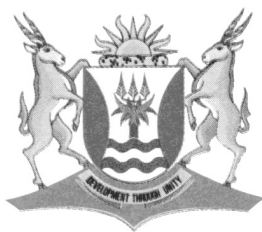
3.6.1 Describe the factors that led to the rise of Afrikaner nationalism. (30)

**OR**

3.6.2 Use all the sources and your own knowledge to explain how Afrikaner nationalism discriminated against other racial groups in South Africa. (30)  
**[75]**

**TOTAL: 150**





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**HISTORY P1  
ADDENDUM**

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This addendum consists of 9 pages.

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**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**

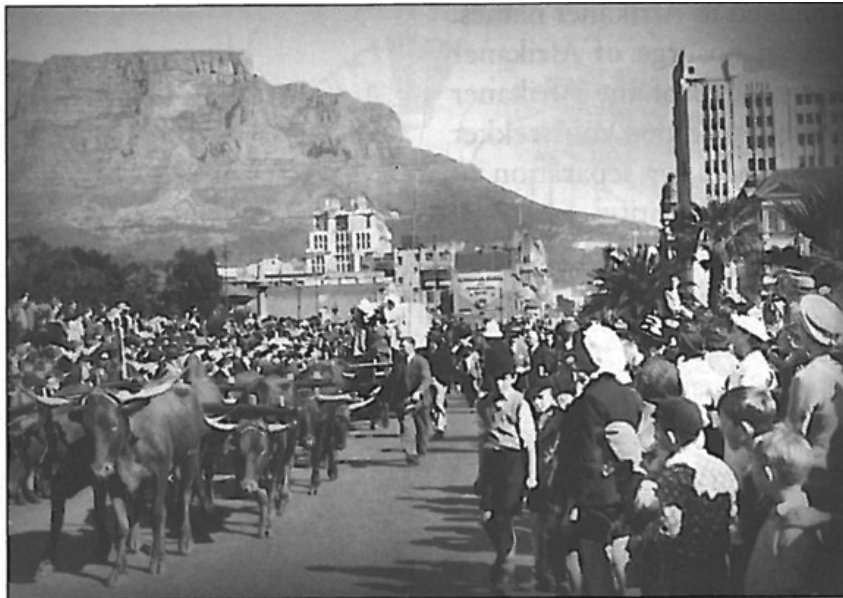
**This source explains how the centenary celebrations of the Great Trek reawakened Afrikaner nationalism**

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 Eufesia 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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Shephard, C et al *Modern World History to GCSE*