



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

Stannmorephysics.com **GRADE 11**

JUNE 2025

Stannmorephysics.com **HISTORY P1**

MARKS: 100

TIME: 2 hours

This question paper consists 8 of pages.

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 – 1940s

QUESTION 2: CAPITALISM IN THE USA – 1900 – 1940s

QUESTION 3: IDEAS OF RACE IN THE LATE 19th AND 20th CENTURIES

SECTION B: ESSAY QUESTIONS

QUESTION 4: COMMUNISM IN RUSSIA, 1900 – 1940s

QUESTION 5: CAPITALISM IN THE USA – 1900 – 1940s

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

2. SECTION A consists of ONE source-based questions. Source material that is required to answer these questions may be found in the ADDENDUM
3. SECTION B consists of THREE essay questions.
4. Answer TWO questions as follow:
 - 4.1 At least ONE must be source-based question and at least ONE must be an essay question.
 - 4.2 Candidates can answer a source-based from any topic and any essay question from any topic.
5. You are advised to spend at least ONE hour per question.
6. When answering questions, candidates should apply their knowledge, skill and insight.
7. You will be disadvantaged by merely rewriting the sources as answers.
8. Number the answers correctly according to the numbering system used in this question paper.
9. Write neatly and legibly.

SECTION A: SOURCE BASED QUESTIONS

Answer at least ONE Question in this Section. Source material that is required to answer these Questions is contained in the ADDENDUM.

QUESTION 1		HOW DID THE INTRODUCTION OF WAR COMMUNISM IN 1917 BY LENIN AFFECT THE LIVES OF THE RUSSIAN PEOPLE.	
Study Sources 1A, 1B, 1C and 1D to answer the questions that follow.			
1.1	Study Source 1A		
1.1.1	Define the concept <i>War Communism</i> in your own words.	(1 x 2)	(2)
1.1.2	Why, according to the source, was War communism introduced?	(1 x 2)	(2)
1.1.3	Using the information in the source and your own knowledge, explain why Lenin implemented War Communism although it led to widespread starvation among Peasants and Workers in Russia.	(2 x 2)	(4)
1.2	Consult Source 1B		
1.2.1	Select TWO pieces of evidence from the source confirming that food was strictly rationed.	(2 x 1)	(2)
1.2.2	What evidence in the source suggested that soldiers often used force to force Peasants to handover their grain to the State.	(1 x 2)	(2)
1.2.3	Comment on why the Government sent soldiers to force Peasants to handover any grain they had stored away.	(2 x 2)	(4)
1.2.4	How according to the source, did the Peasants resist handing over their grain surplus to the State.	(2 x 1)	(2)
1.2.5	Name THREE effects that the years of War Communism had on the Mines in Russia.	(3 x 1)	(3)
1.3	Use Source 1C		
1.3.1	Explain the messages that are conveyed in this photograph regarding the effects of war communism.	(1 x 2)	(2)
1.3.2	Explain the implication of using young children in this photograph.	(2 x 2)	(4)
1.4	Compare Source 1B and Source 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	Read Source 1D	
1.5.1	Quote THREE pieces of evidence from the source that explain why the peasants called for the overthrow of Communist government. (3 x 1)	(3)
1.5.2	What is implied by the Statement "We are barely hanging on" (1 x 2)	(2)
1.5.3	Explain why you think the Bolsheviks decided to change their policies. (2 x 2)	(4)
1.5.4	Comment on why the Sailors at Kronstadt decided to turn against the Bolsheviks government of Lenin (2 x 2)	(4)
1.6	Using the information in the relevant sources and your own knowledge write a paragraph of about SIX lines (60 words) explaining how the introduction of war communism in 1917 by Lenin affected the lives of the Russian people?	(6)

[50]

QUESTION 2: HOW DID ROOSEVELT ATTEMPT TO SOLVE THE CRISIS AMERICANS FACED IN THE 1930's?

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

2.1 Study Source 2A.

2.1.1 Define the concept *Great Depression* in your own words. (1 x 2) (2)

2.1.2 Identify THREE reasons why the crops were damaged during the 1930's. (3 x 1) (3)

2.1.3 Why do you think the banking system collapsed in the USA in the 1930's? (2 x 2) (4)

2.1.4 Comment on why 24 October 1929 was termed 'Black Friday.' (1 x 2) (2)

2.2 Read Source 2B.

2.2.1 Define the concept *New Deal* in the context of the Great Depression. (1 x 2) (2)

2.2.2 Explain what Roosevelt meant by the "dark realities of the moment" that he will act swiftly against. (2 x 2) (4)

2.2.3 Name any TWO agencies that was established to create work for the unemployed. (2 x 1) (2)

2.2.4 What benefits, according to the information in the source, did employees enjoy from The National Industrial Recovery Act? (4 x 1) (4)

2.2.5 Why do you think farmers were encouraged to produce less? (1 x 2) (2)

2.3 Use Source 2C.

2.3.1 Explain why this cartoon was made regarding the promises Roosevelt made to the American people. (2 x 2) (4)

2.3.2 Who was the president that implemented the New Deal? (1 x 1) (1)

2.4 Explain how Source 2B support the evidence in Source 2C regarding Roosevelt's New Deal. (2 x 2) (4)

2.5 Consult Source 2D



2.5.1 Explain why you will regard the New Deal as successful. (2 x 2) (4)

2.5.2 Comment on the reasons for the differences in approach by Roosevelt and Hoover in handling the challenges of the Great Depression. (2 x 2) (4)

2.5.3 Name the two phases that were used to negatively refer to Hoover's reaction to the Great Depression. (2 x 1) (2)

2.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining how Roosevelt attempted to solve the crisis Americans faced in the 1930s. (6)



[50]

QUESTION 3: HOW DID PSEUDO-SCIENTIFIC IDEAS ABOUT RACE INFLUENCE NAZI POLICIES IN THE 1930s and 1940s?

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

3.1 Refer to Source 3A

3.1.1 Define the term *prejudice* in your own words. (1 x 2) (2)

3.1.2 Mention the year, according to the source, when the Nuremberg Race Laws were introduced. (1 x 1) (1)

3.1.3 Comment on why the Nazis believed that the Jewish "race" was inferior, but also the most dangerous. (2 x 2) (4)

3.1.4 Name any TWO groups identified in the source that would weaken the so-called Aryan 'master race'. (2 x 1) (2)

3.2 Read Source 3B.

3.2.1 Identify a belief that arose from Social Darwinism. (1 x 2) (2)

3.2.2 Why do you think people with inherited defects (faults) were killed in the context of the Nazis racial policy. (2 x 2) (4)

3.2.3 Comment on why the 'euthanasia programme' can be regarded as misleading. (2 x 2) (4)

3.2.4 How, according to the source, were 'impaired' adults killed in the 'Aktion T4' programme? (1 x 1) (1)

3.3 Study Source 3C.

3.3.1 Why do you think this photographer took this photograph? (2 x 2) (4)

3.3.2 What is suggested by the uniforms worn by these protesters? (2 x 2) (4)

3.3.3 What effects would this photograph have on German people? (2 x 2) (4)

1.3.4 Comment on why you would regard this source useful for someone studying how the Nazis purified the German race during Hitler's reign. (2 x 2) (4)

3.4 Consider Source 3D.

3.4.1 Explain the concept *genocide* in the context of the Nazis racial policy. (1 x 2) (2)

3.4.2 Select TWO pieces of evidence from the source, on how anti – Semitic laws introduced? (2 x 1) (2)

3.4.3 Name any FOUR discriminating laws and decrees that were introduced against the Jews in 1939. (4 x 1) (4)

3.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining how pseudo-scientific ideas about race influence Nazi policies in the 1930s and 1940s. (6)

[50]

QUESTION 4	COMMUNISM IN RUSSIA 1900 TO 1940: STALIN'S FIVE-YEAR PLAN POLICY
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Critically evaluate Stalin's five-year plan policy from 1928 to 1938 in transforming Russia from a backward Agricultural State into an Industrialized State by 1939. Use relevant historical evidence to support your line of argument.

[50]

QUESTION 5

The Great Depression caused many Americans to become unemployed and to live in poverty.

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

[50]

QUESTION 6: IDEAS OF RACE IN THE 19th AND 20th CENTURIES: CASE STUDY – HITLER AND THE JEWS

To what extent did different people and groups regarded as 'undesirable' or 'inferior' suffer persecution because of racial ideologies and eugenics programmes in Nazi Germany between 1933 and 1945?

Use relevant historical evidence to support your line of argument.

[50]

TOTAL: 100



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**HISTORY P1
ADDENDUM**

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This addendum consists of 12 pages.

QUESTION 1**HOW DID THE INTRODUCTION OF WAR COMMUNISM IN 1917 BY LENIN AFFECT THE LIVES OF THE RUSSIAN PEOPLE?****SOURCE 1A**

The extract below describes the introduction of War Communism in Russia by Lenin the 1st Communist Leader of the Bolsheviks government.

During the Civil War Lenin introduced a policy of war Communism. The government took control of the economy. It was vital that the Red Army was supplied with the weapons and food which it needed to fight the war effectively. War communism was very effective in keeping the army supplied, but it led to widespread starvation among the peasants and workers in Russia.

Lenin set up the supreme Council of National Economy to introduce war Communism. Private trading was banned and profit-making was decreed (ordered) to be exploitation. Factories with more than ten workers were taken over by the government and strict discipline was imposed in them. Strikes were illegal. In the countryside, peasants encouraged to work harder still. The surplus crops they grew were taken by the government to feed the factory workers and the army. The peasants resented (refused) this. They had won the right to own their land under the Communist, but now they wanted to profit from it by selling their crops. They did not see why they should have to give surplus produce to the government. The government also abolished money charges on such services as railways and post. This was to encourage the use of bartering (exchanging) instead of money. As inflation made the rouble almost worthless, many peasants did swap(exchange) goods instead of using paper money.

[From Russia and the USSR 1905–1956, Heinemann, 1956 by N Kelly]

SOURCE 1B

This extract below describes the effects of War Communism Policy on the people of Russia.

Under War Communism, factories were taken over by the government. Workers were ordered into whatever jobs the government felt were needed at the time. Nobody was allowed to make or sell goods for his/her own profit. The scarce supplies of food were strictly rationed (limited), for instance, seven kilos (+7 loaves) of bread, 450 grams of sugar and 225 grams of imitation butter had to last a worker a month - and many people got less. To keep the army and workers fed, the government sent soldiers to the countryside. The soldiers forced peasants to hand over any grain they had stored away. Often, they even beat and killed them. But the peasants fought back. One Bolshevik observer described how 'how savage (severe) peasants would split open a Commissar's belly, pack it with grain and leave him by the roadside as a lesson to all'.

War Communism kept the Red Army going through the civil war. But in every way, it was a disaster. The peasants knew that any surplus grain they produced would be taken by the government. So, they only grew what they needed to feed their own families. In industry things were worse. The years of war had left mines flooded, machines smashed, factories and railways in ruins (shes). Industrial output dropped to only one-seventh of its pre-war level. In 1920 and 1921, famine (starvation) and epidemic diseases swept Russia. Millions died with 3,5 million people dying of typhoid alone.

[From <https://www.britanica.com/event/warcommunism>. Accessed on 15 April 2025]

SOURCE 1C

The photograph below shows starving Russian children because of War Communism.



[From: *Making History* by C. Culpin]

SOURCE 1D

The following extract focuses on the circumstances which forced War Communism in Russia in the 1920 to be abandoned and replaced with the New Economic Policy (NEP).

The result of this War Communism was 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 revolted against the army and the CHEKA (secrete 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]

QUESTION 2: HOW DID ROOSEVELT ATTEMPT TO SOLVE THE CRISIS AMERICANS FACED IN THE 1930's?

SOURCE 2A

This source focuses on the impact of the Great Depression on the American economy.

The Great Depression is known as the worst and longest economic crisis to have ever hit the western economies. During the 1930s, almost the entire plains of the US were experiencing drought. A lot of crops were damaged due to high temperatures, insufficiency in rainfall, high winds and the infestation by insects on the crops. It is argued that this depression in the agricultural sector played a huge role in bringing about the Great Depression.

The depression began in the United States immediately after the crash of the New York stock market in 1929. The crisis lasted till 1939. By the year 1932, the values of stock had fallen very fast to around 20% from their original value, and in 1933, around 11 000 out of the 25 000 banks and financial institutions in the United States had collapsed due to a number of reasons that included a decline in the value of property, lack of customers due to the panic that arose and loan defaults.

As indicated above, this was the period when the highest unemployment rates and lowest incomes were experienced. The depression led to factories, banks and major business entities collapsing leaving thousands of citizens both jobless and with no money to put food on the table. ... The drop in the stocks that took place on 24 October 1929 was termed as Black Thursday.

[From www.ukessays.com> essays> economics>economic-impact-of-the-great-depression-economics-essay. Accessed on 15 May 2025.]

SOURCE 2B

This source below describes Roosevelt's approach to the crisis in the American economy and details some of the initiatives and agencies of the New Deal.

Roosevelt promised the people of America a 'New Deal' if they elected him. In his inaugural speech he called on the American people to face the future with courage. His famous words to the American people were, "The only thing we have to fear is fear itself." He promised that he would act swiftly (quickly) to face the "dark realities of the moment" and assured Americans that he would wage a war against the emergency." His speech gave many people confidences that they have elected a man who was not afraid to take bold steps to solve the nation's problems.

He outlined the main points of his New Deal programme. The programme had three general aims: relief, recovery and reform. The New Deal provided large sums of federal money for direct payments to needy citizens through grants (rather than loans) to the states. It also established various new agencies to provide government-sponsored work for the unemployed. Through the Works Progress Administration (WPA) special projects were devised to provide employment for skilled and unskilled labour and for such persons as writers, artists, actors, and musicians. A vast program of public works – the construction of public buildings, highways, dams, and similar projects – was begun under the Public Works Administration (PWA). Young men were employed by the Civilian Conservation Corps (CCC) to work on conservation projects.

A basic goal of the New Deal was to raise both wages and prices, which had dropped lower and lower as the depression continued. The National Industrial Recovery Act called for the cooperation of labour and management in setting prices, minimum wages, and working hours within various industries. The act also gave workers the right to join unions without interference from employers.

To increase the income of farmers, the Agricultural Adjustment Act was passed. It included provisions for paying farmers to reduce the acreage (area under cultivation) of certain crops and to limit livestock holdings. These measures were intended to reduce surpluses, which caused low prices.

[From: history.howstuffworks.com/American-history/roosevelt's-new-deal.htm Accessed on 15 May 2025]

SOURCE 2C

This cartoon was taken from the Basil O' Connor Collection and shows the implementation of the New Deal that gave Americans hope.



[Taken from Basil O' Connor Collection Accessed on 15 May 2025]

SOURCE 2D

This source below considers whether the New Deal was a success or failure.

Whether the New Deal was a success or not, depends on the definition of success. Did the New Deal eliminate unemployment and turn America around? No. Did the New Deal eliminate poverty? No. It would be easy to run off questions such as these with an economic bent and come up with the answer no. However, an analysis of whether the New Deal was a success or failure requires a larger scope of questioning than simply looking at economic statistics. Rather than look at the New Deal from 1933 on, an analysis of what America was like in the aftermath of the Wall Street Crash is important. What exactly had Roosevelt inherited in March 1933? From the collapse of Wall Street in October 1929 to the presidential election in November 1932, to many Americans it appeared as if Hoover, the Republican president, was either doing nothing or too little. "Too little, too late" was a frequent label pinned to the presidency of Hoover. That a president, Roosevelt, was actually doing something positive was a huge boost to the American public – they were not being left to fend for themselves. Some who had been badly affected by the Depression had labelled their cardboard box homes "Hoovervilles" in disgust of what Hoover was doing for them. The free food handouts they got were nick-named "Hoover Stew".

[From www.historylearningsite.co.uk>.....> America 1918 – 1939 Accessed on 15 May 2025]

QUESTION 3: HOW DID PSEUDO-SCIENTIFIC IDEAS ABOUT RACE INFLUENCE NAZI POLICIES IN THE 1930s and 1940s?

SOURCE 3A

This extract explains how the Nazis used racist laws and beliefs to target Jews and people with disabilities.

It is now clear that the Nazi party's prejudice against certain groups stemmed from pseudo-scientific views regarding race. Thinking that these views were backed by science made it easier for them to believe it and also to defend their discrimination.

Two years after the Nazis took power, the German government introduced the Nuremberg Race Laws in 1935. These laws created a so-called scientific definition of who was considered Jewish.

The Nazis believed that the Jewish "race" was inferior, but also the most dangerous. They claimed that Jews had a natural ability to influence other similar "weaker races" to rise up against stronger ones, like the Germans. It was therefore important not to allow any marriage or intimate contact between Germans and Jews, as it was believed that this would 'weaken' the German population.

Nazi leaders also believed that people with mental or physical disabilities weakened the so-called Aryan "master race." Because some of these people could still have children, the Nazis saw them as a threat to racial purity.

[Taken from <https://encyclopedia.ushmm.org/content/en/article/racism-in-depth?series=28>]

SOURCE 3 B

This source below discusses the background and effects of euthanasia programmes in Nazi Germany.

The German evolutionist Ernst Haeckel actively promoted Social Darwinism, especially the beliefs that "central European races were the most highly developed" and that "because of their abilities, they would triumph over all other races and dominate the entire world". He argued for the killing of those persons with inherited defects, including cripples, the deaf and 'mentally retarded', to name a few examples.

This view led to Hitler launching the programme called 'Aktion T4'. Misleadingly called a 'euthanasia' program, this agency actually had the mandate to kill anyone considered to have a 'life unworthy of living'. It led to the involuntary euthanasia of hundreds of thousands of mentally ill, elderly and disabled people.

In his research of this period, historian Jonathan Sacks writes: "The transition from academic ideas to actual killing was almost seamless (perfect), beginning with the compulsory sterilization of unwanted types, then the killing of 'impaired children' in hospitals, then the killing of 'impaired' adults (the mentally and physically handicapped) in special centres by carbon monoxide gas. Later this also extended to the concentration and extermination camps. The programme was carried out by doctors and psychiatrists. It is a shame that almost none of them objected to it."

[Taken from <https://creation.com/darwinism-central-in-the-holocaust>]

SOURCE 3 C

This image shows German officers outside a Jewish department store in 1939. One of their signs is translated into English to show what it means.



[Taken from <https://aish.com/the-nazi-boycott-86-years-ago-today/>]

SOURCE 3 D

This extract details some of the measures taken by the Nazi government to exclude Jewish citizens from everyday German life.

Hitler wanted to make Nazi Germany *Judenrein* (free of Jews). In the early years, the policy of *Judenrein* did not include genocide. Rather, anti-Jewish oppressive measures were slowly introduced to exclude Jews from all aspects of German life. Anti-Semitic laws went hand in hand with state violence and terror. By 1939, discriminatory laws and decrees grew longer and longer and included the following:

- Jewish businesses were boycotted.
- All Jews had to wear a yellow Star of David to identify themselves as Jews.
- Jews were dismissed from the civil service.
- Jews were expelled from all schools and universities.
- Jews were stripped of all voting rights.
- Marriage or sexual relations between Jews and 'Aryans' was forbidden.
- Jews were forbidden in certain places (for example, Jews were forced to use separate benches, could not use public facilities, travel on trams, or attend opera, theatre or cinema, were not admitted to restaurants, hotels, shops or hospitals).
- In some places bakeries would not even sell bread to Jews.

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[Taken from <https://www.sahistory.org.za/article/hitlers-racial-state-germany>]