



Province of the  
**EASTERN CAPE**  
EDUCATION

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 11**

**NOVEMBER 2013**

**HISTORY P1  
ADDENDUM**

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This addendum consists of 12 pages.

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**QUESTION 1: WHAT WERE THE CAUSES OF THE RUSSIAN REVOLUTION IN 1917?**

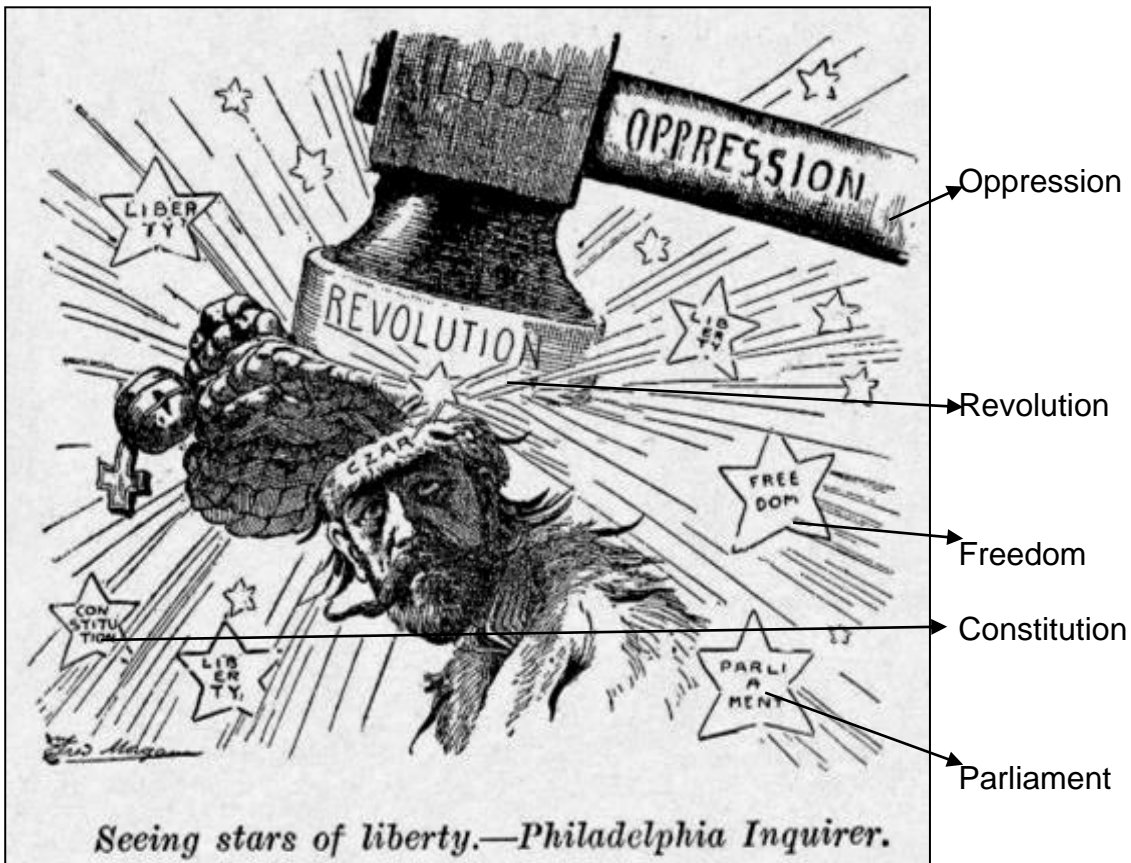
**SOURCE 1A**

**WRITTEN SOURCE**

**Extract from the petition that George Gapon hoped to present to Nicholas II on 22<sup>nd</sup> January, 1905.**

We the workers, our children, our wives and our old, helpless parents have come, Lord, to seek truth and protection from you. We are impoverished and oppressed, unbearable work is imposed on us, we are despised and not recognised as human beings. We are treated as slaves, who must bear their fate and be silent. We have suffered terrible things, but we are pressed ever deeper into the abyss of poverty, ignorance and lack of rights.

**VISUAL SOURCE**



[From: [www.spartacushistory.com](http://www.spartacushistory.com)]

**SOURCE 1B**

**WRITTEN SOURCE**

Felix Yusupov was at first optimistic about Russia's chances of victory in the First World War.

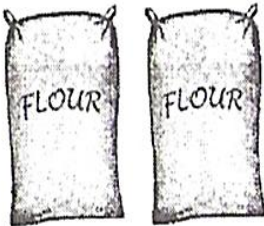
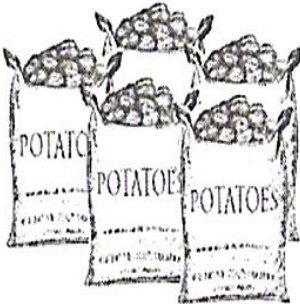




The military campaigns had opened brilliantly by a deep break-through into East Prussia; the offensive was launched prematurely at the demand of the Allies to relieve the congested Western front. At the end of August, through lack of ordnance, General Samsonoff's army corps was surrounded near Tannenberg. The General, not wishing to survive the loss of his army, shot himself.

The offensive was successfully renewed on the Austrian front, but in February 1915 a further offensive in East Prussia ended in the disaster of Augustovo. On May 2nd, the Austro-German army broke through the South-Western Russian front. Our troops were underfed, ill-equipped, and had no ammunition, yet under these appalling conditions they fought against the best-equipped army in the world. Whole regiments were taken prisoner without having a chance to resist, owing to the lack of equipment which failed to arrive in time.

**VISUAL SOURCE**

This source was taken from "Making History" and explains the impact of the war on ordinary Russians.

The average worker's wage in 1917 was 5 roubles a day. This would buy you:

	2 bags of flour	5 bags of flour	5 kilograms of meat
In 1914			
	1/3 of a bag of flour	3/4 of a bag of potatoes	0.8 kilograms of meat
In 1917			

*Prices in Russia between 1914 and 1917*

[From: [www.spartacushistory.com](http://www.spartacushistory.com)]

**SOURCE 1C**

“Comrade sailors, I greet you without knowing yet whether or not you have been believing in all the promises of the provisional Government. But I am convinced that when they talk to you sweetly, when they promise you a lot, they are deceiving you and the whole Russian people. The people need peace, the people need bread and the people need land. And they give you war, hunger, no bread – leave the landlords still on the land ... We must fight for the social revolution, fight to the end, till the complete victory of the proletariat. Long live the world social revolution!”

Lenin, leader of the Bolsheviks, on his return to Russia, April 1917.

[Source: *Making History*, page 112

**QUESTION 2: TO WHAT EXTENT DID THE NEW DEAL OPPOSE THE PRINCIPLES OF CAPITALISM?****SOURCE 2A****VIEWPOINT 1****Herbert Hoover, speech in New York (October, 1932)**

The proposals of our opponents will endanger or destroy our system. I especially emphasise that promise to promote "employment for all surplus labour at all times." At first I could not believe that anyone would be so cruel as to hold out hope so absolutely impossible of realisation to these 10 000 000 who are unemployed. And I protest against such frivolous promises being held out to a suffering people.

If it were possible to give this employment to 10 000 000 people by the Government, it would cost upwards of \$9 000 000 000 a year. It would pull down the employment of those who are still at work by the high taxes and the demoralisation of credit upon which their employment is dependent. It would mean the growth of a fearful bureaucracy which, once established, could never be dislodged.

**VIEWPOINT 2****Franklin D. Roosevelt, speech in Boston (October, 1932)**

We have two problems: first, to meet the immediate distress; second, to build up on a basis of permanent employment.

As to immediate relief, the first principle is that this nation, this national government, if you like, owes a positive duty that no citizen shall be permitted to starve.

In addition to providing emergency relief, the Federal Government should and must provide temporary work wherever that is possible. You and I know that in the national forests, on flood prevention, and on the development of waterway projects that have already been authorised and planned but not yet executed, tens of thousands, and even hundreds of thousands of our unemployed citizens can be given at least temporary employment.

[From: [www.spartacushistory.com](http://www.spartacushistory.com)]

## SOURCE 2B

Franklin D. Roosevelt, radio broadcast, Fireside Chat (12th March, 1933) with regard to the Emergency Banking Act

Some of our bankers have shown themselves either incompetent or dishonest in their handling of the people's funds. They had used money entrusted to them in speculations and unwise loans. This was, of course, not true of the vast majority of our banks, but it was true in enough of them to shock the people for a time into a sense of insecurity. It was the government's job to straighten out this situation and do it as quickly as possible. And the job is being performed. Confidence and courage are the essentials in our plan. We must have faith; you must not be stampeded by rumours. We have provided the machinery to restore our financial system; it is up to you to support and make it work. Together we cannot fail.

[From: [www.spartacushistory.com](http://www.spartacushistory.com)]

## SOURCE 2C

**Join the march...  
to OLD AGE  
SECURITY**

Return  
YOUR APPLICATION FOR A  
SOCIAL SECURITY  
ACCOUNT NUMBER  
through the post office  
**NOT LATER THAN  
DEC 5, 1936**

**WHO IS ELIGIBLE** EVERYBODY WORKING FOR SALARY OR WAGES (WITH ONE OF A FEW EXCEPTIONS, SUCH AS AGRICULTURE, DOMESTIC SERVICE, AND GOVERNMENT WORK). APPLICATIONS FOR SOCIAL SECURITY ACCOUNTS ARE AVAILABLE THROUGH EMPLOYERS. IF YOU DO NOT GET ONE FROM YOUR EMPLOYER, ASK FOR ONE AT THE POST OFFICE.

**HOW TO RETURN APPLICATION**

1. HAND IT BACK TO YOUR EMPLOYER, OR
2. HAND IT TO ANY LABOR ORGANIZATION OF WHICH YOU ARE A MEMBER, OR
3. HAND IT TO YOUR LETTER CARRIER, OR
4. DELIVER IT TO LOCAL POST OFFICE, OR
5. MAIL IT IN A SEALED ENVELOPE ADDRESSED: SOCIAL SECURITY BOARD, WASHINGTON, D.C. NO POSTAGE NEEDED.

*-Social Security Board*

**A A government poster about the Social Security Act, which began to provide Americans with some financial protection against unemployment, illness and old age.**

[From: [www.spartacushistory.com](http://www.spartacushistory.com)]

**SOURCE 2D**

This map illustrates the impact of the Tennessee Valley Authority on the different states in the U.S.A.



[From: [www.spartacushistory.com](http://www.spartacushistory.com)]



**SOURCE 2E**

Restaurant supporting the NRA scheme.



[From: [www.spartacushistory.com](http://www.spartacushistory.com)]



**QUESTION 3: HOW DID THE IDEAS OF SOCIAL DARWINISM LEAD TO THE VIOLATION OF HUMAN RIGHTS IN GERMANY?**

**SOURCE 3A**

**EXTRACTS FROM *MEIN KAMPF* (by Adolf Hitler)**

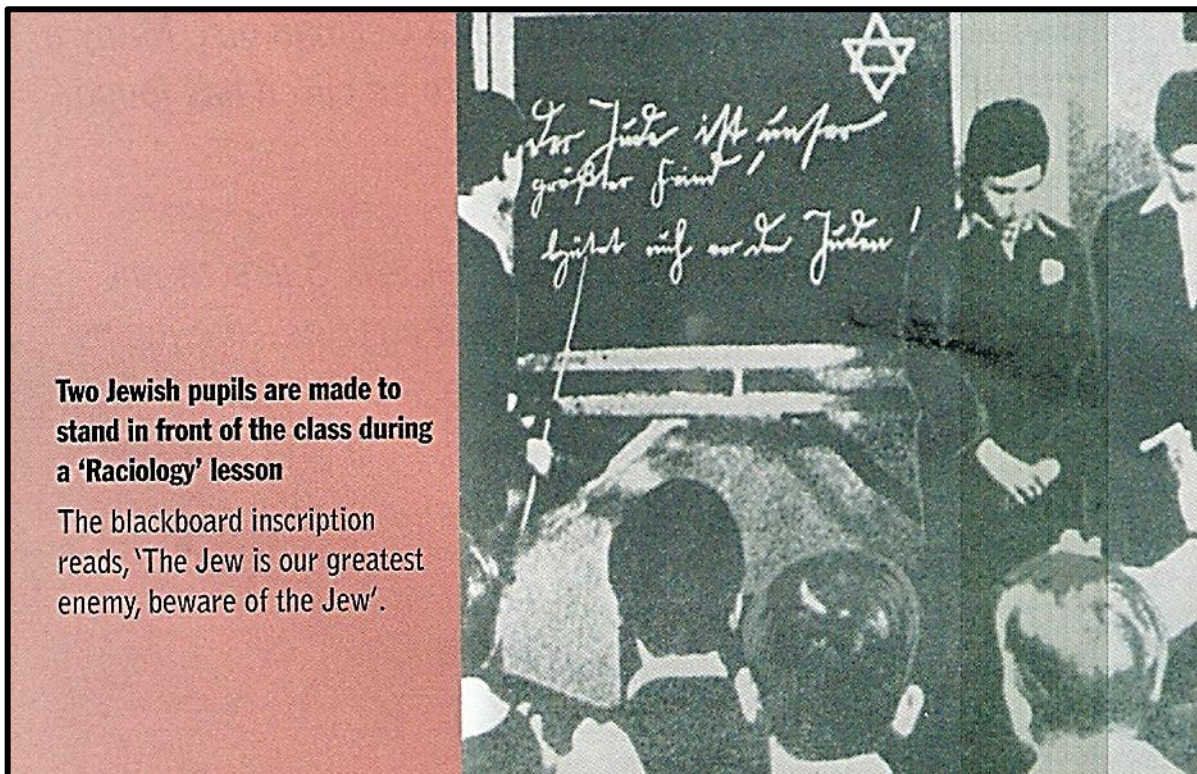
The first part of *Mein Kampf* was written in 1923 in the Landsberg Prison.

“... The principles of the state are only a means to the end; the important thing is the maintenance of man's racial essence. The racial difference (i.e. biological differences of colour of hair and skin, skull build, type of face and nose, height of body and its type, etc.) determines the spiritual character, the ability, the potential developments, and the right to exist of that race on earth. There are higher races that are the physical and spiritual elite – the creative and progressive part of human history; there are inferior races – degenerate and producing offspring that inherit destructive and dangerous elements. The Germans are a branch of the higher Aryan race and the Jews place is in the lowest rank of the inferior Semitic race. The Jew's aim is to pollute the Aryan race and bring disaster on the race that was designed to rule the world. Preservation of racial purity is the prime and holy obligation of the Chosen race ... ”.

[From: *The Holocaust: Lessons for humanity*]

**SOURCE 3B**

This source depicts the treatment of Jew scholars in German schools.



**Two Jewish pupils are made to stand in front of the class during a 'Raciology' lesson**

The blackboard inscription reads, 'The Jew is our greatest enemy, beware of the Jew'.

[From: *The Holocaust: Lessons for humanity*]

**SOURCE 3C****WRITTEN SOURCE**

Bertha Ferderber-Salz was an inmate at the Plaszow Concentration Camp:

At four in the morning we were awakened by the siren summoning us for the roll-call. We stood in line for many hours while we were counted and divided into work groups. Only at seven would we go out through the camp gates.

Anyone who could not keep up could expect a bullet in his head from the guns of the Ukrainian guards, who marched at either side.

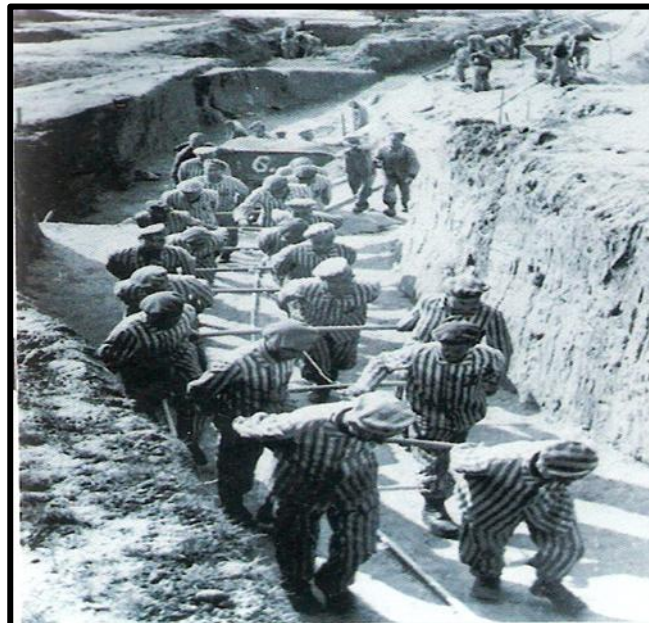
Flogging as a punishment for 'crimes' was done publicly and ceremoniously. The camp guards loved setting their Alsatian dogs on the prisoners. Another form of amusement for them was lifting up one of the prisoners with a crane together with rubble and burying him alive in the hole that had been dug. In addition to all these forms of torture, we were cut off completely from the outside world.

The most dreadful and difficult punishment was to be sent to work in the quarries. People, regardless of how wasted they had become, were ordered to split stones with special picks or heavy hammers, or to carry – for long distances – very large and heavy rocks, even if transporting the rocks was simply to keep the workers busy.

[From: *The Holocaust: Lessons for humanity*]

**VISUAL SOURCE**

This is a picture of inmates hauling cartloads of earth at the Mauthausen Concentration Camp, 1941.



[From: *The Holocaust: Lessons for humanity*]

**SOURCE 3D**

Speech of Reichsfuhrer SS Heinrich Himmler at a meeting of senior SS officers in Poznan! Posen, 4 October 1943.

... I also want to talk to you quite frankly on a grave matter. Among ourselves it should be said quite frankly, and yet we will never speak about it publicly.

I mean the evacuation of the Jews, the extermination of the Jewish people. Most of *you* know what it means when 100 corpses are lying side by side, or 500 or 1,000. To have stuck it out and at the same time – apart from exceptions caused by human weakness – to have remained decent, that is what has made us hard. This is a page of glory that has never been written and is never to be written.

We had the moral right; we had the duty to our people, to kill this people which wanted to kill us. All in all, however, we can say that we have fulfilled this most difficult task for the love of our people. And our spirit, our soul, our character has not suffered injury from it.

[From: Office of the US Chief of Counsel for Prosecution of Axis Criminality, *Nazi Conspiracy and Aggression*, Vol. IV, (Washington DC: US Government Printing Office, ~946), pp. 563-4 [Doc. 1919-PS]

**ACKNOWLEDGEMENTS**

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Frank et al.: *New Generation History*

Grove S.: *Via Africa*

History on the Net

Silbert M. and Petersen T.: *The Holocaust: Lessons for humanity*

Spartacus History



Province of the  
**EASTERN CAPE**  
EDUCATION

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 11**

**NOVEMBER 2013**

**HISTORY P1**

**MARKS: 150**

**TIME: 3 hours**

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This question paper consists of 9 pages and an  
addendum of 12 pages.

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**INSTRUCTIONS AND INFORMATION**

1. This question paper consists of SIX questions based on the prescribed content framework of the CAPS Document.  
  
QUESTION 1: COMMUNISM IN RUSSIA 1900 TO 1940 (Source-based question)  
  
QUESTION 2: CAPITALISM IN THE USA 1900 TO 1940 (Source-based question)  
  
QUESTION 3: IDEAS OF RACE IN THE LATE 19<sup>TH</sup> AND 20<sup>TH</sup> CENTURIES (Source-based question)  
  
QUESTION 4: COMMUNISM IN RUSSIA 1900 TO 1940 (Essay question)  
  
QUESTION 5: CAPITALISM IN THE USA 1900 TO 1940 (Essay question)  
  
QUESTION 6: IDEAS OF RACE IN THE LATE 19<sup>TH</sup> AND 20<sup>TH</sup> CENTURIES. (Essay question)
2. Each question counts 50 marks and begins with a key question.
3. Candidates are required to answer THREE (3) QUESTIONS: ONE source-based question, ONE essay question and ONE other question.
4. In answering the questions, candidates should apply their knowledge, skills and insight.
5. Write neatly and legibly.

**QUESTION 1: WHAT WERE THE CAUSES OF THE RUSSIAN REVOLUTION IN 1917?**

## 1.1 Study Source 1A.

- 1.1.1 Use the source and your own knowledge to define the following concepts:
- (a) Capitalism
  - (b) Oppression (2 x 2) (4)
- 1.1.2 Why, according to the written source, were the people unhappy? (2 x 1) (2)
- 1.1.3 What evidence is there in the written source that suggests that Russia was not a democratic country? (1 x 2) (2)
- 1.1.4 Use the source and your own knowledge to explain what type of leader the tsar was. (1 x 1) (1)
- 1.1.5 Use your own knowledge to explain how the tsar reacted towards the protesters. (1 x 2) (2)
- 1.1.6 Use TWO visual clues from the visual source to explain the changes the tsar made after the 1905 revolution. (2 x 2) (4)
- 1.1.7 Explain the reliability of the written source to historians researching the events of Bloody Sunday. (2 x 2) (4)

## 1.2 Refer to Source 1B.

- 1.2.1 Use the written source and your own knowledge to explain why Russia participated in World War 1. (1 x 1) (1)
- 1.2.2 Identify TWO places, according to the written source, where the Russian army was defeated by her enemies. (2 x 1) (2)
- 1.2.3 Why, according to the written source, were the Russians defeated? (2 x 1) (2)
- 1.2.4 What were the political consequences of this failed war effort on Russia? (2 x 1) (2)
- 1.2.5 Use the visual source to explain the economic impact of the war effort on the Russian population. (2 x 2) (4)
- 1.2.6 How does the visual source support the written source with regard to the impact of the war on Russia? (1 x 2) (2)



## 1.3 Consult Source 1C.

1.3.1 Use the source and identify TWO mistakes made by the provisional government after disposing the tsar. (2 x 1) (2)

1.3.2 Explain what Lenin meant when he said: "The people need peace, the people need bread, the people need land." (3 x 2) (6)

1.3.3 What alternative ideology did Lenin offer the people of Russia? (1 x 2) (2)

1.4 Using ALL the sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining why capitalism became unpopular in Russia. (8)

**[50]**

**QUESTION 2: TO WHAT EXTENT DID THE NEW DEAL OPPOSE THE PRINCIPLES OF CAPITALISM?**

- 2.1 Refer to Source 2A.
- 2.1.1 What economic system is Hoover referring to in his speech in New York in 1932? (1 x 2) (2)
- 2.1.2 Why were there so many unemployed people in the USA in 1932? (1 x 2) (2)
- 2.1.3 What types of employment initiatives, according to the source, did Roosevelt provide to relieve unemployment? (2 x 1) (2)
- 2.1.4 To what extent would you agree with Roosevelt's stance that 'the Federal government should provide temporary work to relieve unemployment'? (1 x 2) (2)
- 2.1.5 Compare Viewpoint 1 and Viewpoint 2. How do these points of view differ with regard to government's role in a capitalist economy? (2 x 2) (4)
- 2.2 Study Source 2B.
- 2.2.1 Why, according to the source, did so many banks close in 1933? (3 x 1) (3)
- 2.2.2 Why did Roosevelt use the radio as an important broadcasting tool? (2 x 2) (4)
- 2.2.3 Explain how Roosevelt convinced the American public to deposit their money in the banks. (2 x 2) (4)
- 2.3 Study Source 2C.
- 2.3.1 What advantages did the Social Security Act provide to the American public? Use visual clues from the source to answer the question. (3 x 1) (3)
- 2.3.2 How would Republicans (opponents of Roosevelt) have reacted towards this poster? (2 x 2) (4)

- 2.4 Study Source 2D.
- 2.4.1 How many states benefited from the Tennessee Valley Authority (TVA)? Use visual clues from the source to answer the question. (1 x 1) (1)
- 2.4.2 How many dams were built as part of the Tennessee Valley Authority (TVA)? Use visual clues from the source to answer the question. (1 x 1) (1)
- 2.4.3 Use the source and your own knowledge to explain how the building of dams improved the lives of American citizens. (2 x 1) (2)
- 2.5 Consult Source 2E.
- 2.5.1 What does the abbreviation NRA represent? (1 x 1) (1)
- 2.5.2 Use the source and your own knowledge to explain the aims of the NRA. (3 x 1) (3)
- 2.5.3 What is the significance of the Blue Eagle symbol displayed in the source? (2 x 2) (4)
- 2.6 Using all the sources and your own knowledge, write a paragraph of about EIGHT lines (80 words) explaining why Roosevelt's New Deal was so widely supported by ordinary Americans. (8)
- [50]**

**QUESTION 3: HOW DID THE IDEAS OF SOCIAL DARWINISM LEAD TO THE VIOLATION OF HUMAN RIGHTS IN GERMANY?**

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

**3.1 Refer to Source 3A.**

- 3.1.1 Use the source and your own knowledge to explain the concept “*Social Darwinism*”. (1 x 2) (2)
- 3.1.2 According to the source, which race was perceived to be superior? (1 x 1) (1)
- 3.1.3 Why, according to the source, was Hitler opposed to the Jews? (2 x 1) (2)
- 3.1.4 “Preservation of racial purity is the prime and holy obligation of the chosen race.”  
Use the source and your own knowledge to explain how Hitler achieved this goal. (2 x 2) (4)
- 3.1.5 Mention THREE other groups which were also considered to be inferior and undesirable (not popular) to the German race. (3 x 1) (3)

**3.2 Consult Source 3B.**

- 3.2.1 Use TWO visual clues from the visual source to identify TWO ways in which Jews were discriminated against. (2 x 1) (2)
- 3.2.2 How do you think the Jews would react to this picture? (1 x 2) (2)
- 3.2.3 Is anti-Semitism, as portrayed in the picture, a problem of the past? Explain your answer. (1 x 3) (3)
- 3.2.4 What conclusion can be drawn from this picture about the Nazi education system? (2 x 2) (4)

**3.3 Consult Source 3C.**

- 3.3.1 What measures were taken against prisoners who disobeyed the Nazi laws? (3 x 1) (3)
- 3.3.2 What effect do you think the public punishment of crimes might have had on the prisoners? (2 x 2) (4)
- 3.3.3 How might the guards have been affected by their brutal treatment of the prisoners? (2 x 1) (2)
- 3.3.4 How does the visual source compliment (support) the written source with regard to the punishment of prisoners? (1 x 2) (2)

- 3.4 Read Source 3D.
- 3.4.1 Use the source and your own knowledge to explain what Hitler meant with his “Final Solution”. (1 x 2) (2)
- 3.4.2 What evidence is there in the source that suggests that the “Final Solution” occurred (happened)? (1 x 2) (2)
- 3.4.3 Can Himmler’s comment “to kill this people which wanted to kill us” be justified? Give reasons for your answer. (2 x 2) (4)
- 3.5 Use all the sources and your knowledge and write a paragraph of EIGHT lines (80 words) explaining how Hitler violated the human rights of minority groups in Europe. (8)

**[50]**

**QUESTION 4**

Candidates may answer only ONE of the following two essays.

- 4.1 “The Russian Revolution occurred for a wide range of reasons.”  
Discuss the validity of this statement by referring to the period  
1905 to 1917. **[50]**

**OR**

- 4.2 Explain why Lenin introduced the New Economic Policy and the impact  
it had on the Russian economy. **[50]**

**QUESTION 5**

Candidates may answer only ONE of the following two essays.

- 5.1 Evaluate the achievements of Roosevelt’s New Deal in uplifting agriculture,  
reducing unemployment and improving labour relations. **[50]**

**OR**

- 5.2 Discuss the causes and effects of the Great Depression of 1929. **[50]**

**QUESTION 6**

“The Aboriginal people of Australia suffered one of the biggest attempted  
exterminations in history.”

- Discuss the validity of this statement by referring to the impact of Social Darwinism  
on British colonial policy in Australia between 1788 and 1900. **[50]**

**TOTAL: 150**