



Province of the  
**EASTERN CAPE**  
EDUCATION

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 11**

**NOVEMBER 2015**

**HISTORY P1  
ADDENDUM**



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This addendum consists of 10 pages.

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**QUESTION 1: HOW DID MASS MOBILISATION OF THE PEOPLE LED TO THE DOWNFALL OF THE TSARIST REGIME IN RUSSIA IN 1917?**

**SOURCE 1A**

This source explains some of the reasons unhappiness on the part of the ordinary people against the government of Russia.

The attitude of the government towards reform remained hostile. The industrial advances of the late 1890s had offered an opportunity for Russia to modernise herself. This would mean that Russia must not only progress economically, but also change politically. The tsar was not willing to do this. This would not have mattered so much if the system had been efficient. But the tsarist autocracy was both oppressive and inefficient. This turned the progressive elements in society against the tsar because they could see no possibility of real advance in Russia as long as government and administration remained in the hands of the incompetents.

[Adapted from: *Reactions and Revolutions: Russia 1881 – 1924*, M. Lynch]

**SOURCE 1B**

This source refers to the 1905 revolution in Russia directed against the rule of Tsar Nicholas II.

The Russian people became more and more intolerant of the incompetent, autocratic leadership that was responsible for the economic hardships. As a result they organised a mass demonstration in St Petersburg that a priest, Father Gapon, led. The main aim of the march was to present the tsar with a petition, presenting the grievances of the people. The tsar's army fired on the unarmed crowds, killing many. The news of the violence spread throughout the country. Violence and unrest erupted throughout Russia as people demonstrated their anger towards the tsar. Because the unrest was uncoordinated, the tsar was able to retain his power

[From: *Making History, Learners' Book Grade 11*, R. Deftereos et al, page 109]

**SOURCE 1C**

This source refers to the 1917 February Revolution in Russia and the consequences thereof.

The February Revolution (known as such because of Russia's use of the Julian calendar until February 1918) began on March 8, 1917 (or February 23 on the Julian calendar), when demonstrators clamouring for (demanding) bread took to the streets in the Russian capital of Petrograd (now called St. Petersburg). Supported by huge crowds of striking industrial workers, the protesters clashed with police but refused to leave the streets. On March 10, the strike spread among all of Petrograd's workers, and irate (angry) mobs destroyed police stations. Several factories elected deputies to the Petrograd Soviet, or council of workers' committees, following the model devised during the 1905 revolution. On March 11, the troops of the Petrograd army garrison were called out to quell the uprising. In some encounters, regiments opened fire, killing demonstrators, but the protesters kept to the streets and the troops began to waver. That day, Nicholas again dissolved the Duma. On March 12, the revolution triumphed when regiment after regiment of the Petrograd garrison defected to the cause of the demonstrators. The soldiers subsequently formed committees that elected deputies to the Petrograd Soviet. The imperial government was forced to resign, and the Duma formed a provisional government that peacefully vied with the Petrograd Soviet for control of the revolution. On March 14, the Petrograd Soviet issued Order No. 1, which instructed Russian soldiers and sailors to obey only those orders that did not conflict with the directives of the Soviet. The next day, March 15, Tsar Nicholas II abdicated the throne in favour of his brother Michael (1878–1918), whose refusal of the crown brought an end to the tsarist autocracy.

[From: [www.history.com/topics/vladimir-lenin](http://www.history.com/topics/vladimir-lenin) – Accessed on 26 December 2014.]

**SOURCE 1D**

This source refers to the 1917 October Revolution which eventually forced Tsar Nicholas II to surrender the throne.

By September 1917, Lenin believed the Russian people were ready for another revolution. However, other Bolshevik leaders were not yet quite convinced. On October 10, a secret meeting of the Bolshevik party leaders was held. Lenin used all his powers of persuasion to convince the others that it was time for an armed insurrection. Having debated through the night, a vote was taken the following morning; it was ten to two in favour of a revolution.

The people themselves were ready. In the very early hours of October 25, 1917, the revolution began. Troops loyal to the Bolsheviks took control of the telegraph, power station, strategic bridges, post office, train stations, and state bank. Control of these and other posts within the city were handed over to the Bolsheviks with barely a shot fired.

By late that morning, Petrograd was in the hands of the Bolsheviks – all except the Winter Palace where the leaders of the Provisional Government remained. Prime Minister Alexander Kerensky successfully fled but by the following day, troops loyal to the Bolsheviks infiltrated the Winter Palace.

After nearly a bloodless coup, the Bolsheviks were the new leaders of Russia. Nearly immediately, Lenin announced that the new regime would end the war, abolish all private land ownership, and would create a system for workers' control of factories.

[From: [history1900s.about.com](http://history1900s.about.com) – Accessed on 26 December 2014.]

**SOURCE 1E**

A picture of Lenin addressing a crowd of supporters after the successful October Revolution in Russia. Note the presence of uniformed personnel.



[From: [www.britannica.com/Russian-Revolution-of-1917](http://www.britannica.com/Russian-Revolution-of-1917)]

**QUESTION 2: DID ROOSEVELT'S NEW DEAL ACHIEVE THE OBJECTIVES OF RELIEF, REFORM AND RECOVERY FOR THE AMERICAN ECONOMY?**

**SOURCE 2A**

This source describes the incident of the collapse of the New York Stock Exchange, the impact of the depression and the response of the Roosevelt government to the crisis.

The Great Depression in the United States began on October 29, 1929, a day known forever after as "**Black Tuesday**", when the American stock market – which had been roaring steadily upward for almost a decade – crashed, plunging the country into its most severe economic downturn yet. Speculators lost their shares; banks failed; the nation's money supply diminished; and companies went bankrupt and began to fire their workers in droves. Meanwhile, President Herbert Hoover urged patience and self-reliance: He thought the crisis was just "**a passing incident in our national lives**", that it wasn't the federal government's job to try and resolve. By 1932, one of the bleakest years of the Great Depression, at least one-quarter of the American workforce was unemployed. When President Franklin Roosevelt took office in 1933, he acted swiftly to try and stabilise the economy and provide jobs and relief to those who were suffering. Over the next eight years, the government instituted a series of experimental projects and programs, known collectively as the New Deal, which aimed to restore some measure of dignity and prosperity to many Americans. More than that, Roosevelt's New Deal permanently changed the federal government's relationship to the U.S. populace.

[From: [www.history.com/topics/new-deal](http://www.history.com/topics/new-deal), Accessed on 12 January 2015.]

**SOURCE 2B**

This source explains the banking crisis in the USA during the Great Depression and the measures taken by Roosevelt to bring stability in the banking sector.

At the beginning of the Great Depression the economy was destabilised by bank failures followed by credit crunches. The initial reasons were substantial losses in investment banking, followed by bank runs. (Bank runs occurred when a large number of customers withdrew their deposits because they believed the bank might become insolvent). As the bank run progressed, it generated a self-fulfilling prophecy: as more people withdrew their deposits, the likelihood of default increased, and this encouraged further withdrawals. It destabilised many banks to the point where they faced bankruptcy. Between 1929 and 1933, 40% of all banks went bankrupt. Much of the Great Depression's economic damage was caused directly by bank runs.

Herbert Hoover had already considered a *bank holiday* to prevent further bank runs, but rejected the idea because he was afraid to trip a panic. Roosevelt, however, gave a radio address, held in the atmosphere of a Fireside Chat, and explained to the public in simple terms the causes of the banking crisis, what the government will do and how the population could help. He closed all the banks in the country and kept them all closed until he could pass new legislation.

On March 9, Roosevelt sent to Congress the Emergency Banking Act, drafted in large part by Hoover's top advisors. The act was passed and signed into law the same day. It provided for a system of reopening sound banks under Treasury supervision, with federal loans available if needed. Three-quarters of the banks in the Federal Reserve System reopened within the next three days. Billions of dollars...flowed back into them within a month, thus stabilising the banking system. By the end of 1933, 4 004 small local banks were permanently closed and merged into larger banks... The Glass-Steagall Act limited commercial bank securities activities and affiliations between commercial banks and securities firms to regulate speculations. It also established the Federal Deposit Insurance Corporation (FDIC), which insured deposits for up to \$ 2 500, ending the risk of runs on banks.

This banking reform offered unprecedented stability: While throughout the 1920s more than five hundred banks failed per year; it was less than ten banks per year after 1933.

[Adapted from: [en.wikipedia.org/New\\_Deal](http://en.wikipedia.org/New_Deal), Accessed on 12 January 2015.]

**SOURCE 2C**

President Franklin D. Roosevelt is shown signing a law that created the Tennessee Valley Authority in 1933. President Roosevelt's so-called New Deal liberalism drew largely from ideas of classic liberalism.



[From: [www.americanprogress.org/issues/media/news](http://www.americanprogress.org/issues/media/news), accessed on 13 January 2015]

**SOURCE 2D**

This source gives a critical view of the New Deal in respect of the unequal approach to benefits flowing from government programmes.

The New Deal went a long way towards putting an end to the worst suffering of the Great Depression, but did not end the Depression. We cannot say whether or not it would have ultimately been successful in ending the Depression because the Second World War interrupted. However, the role of the New Deal and Roosevelt in bringing back dignity to a great number of ordinary Americans during the Great Depression years could not be understated.

It is important to note, however, that 'ordinary Americans' did not include most African Americans, who were ignored by the New Deal Programmes. Tenant farmers, farm labourers and domestic workers – all occupations mostly filled by black Americans – did not qualify for unemployment benefits, minimum wages or farm subsidies. Segregation policies continued to apply in the Southern states and segregation was applied in the armed forces and the CCC. Voting rights continued to be denied to African Americans in many of the Southern states. In the workplace, African Americans were usually last to be hired and first to be fired. For women, jobs were very hard to find. Where they did find employment, it was most often because they could be paid less than men. However, as workers they also gained the rights afforded to all workers under the Wagner Act.

[Adapted from: *Via Afrika History, Grade 11 Learner's Book, S. Grove et al, page 92*]

**QUESTION 3: HOW DID NAZI PROPAGANDA LEAD TO THE EXTERMINATION OF MINORITIES IN NAZI GERMANY?**

**SOURCE 3A**

This source explains Hitler's (and Nazi Party's) views on race and the belief in the superiority of the German race.

Soon after he took power, Hitler began introducing laws to create his racial state. Hitler's ideas were built on his concept of race. He believed in the hierarchy of races and in the ideas of **Social Darwinism**; that life was about the 'survival of the fittest' in a constant struggle between races. Furthermore, he believed that it was critical to maintain racial purity so that the strong would not be undermined by the blood of the weak. The '**Aryan race**' was at the top of Hitler's hierarchy of races. They were the **Herrenvolk** or **master race**, made up of the peoples of northern Europe. Hitler's perception of the ideal Aryan was that of blond, blue-eyed Germans, which to him were the finest examples of the Aryan race. Hitler believed that it was the task of the Aryans to remain pure and to subjugate (oppress) the inferior races. At the bottom of his racial hierarchy were Africans, Slavs, Roma and Sinti (Gypsies) and Jews. Hitler particularly hated the Jews, displaying a violent and irrational anti-Semitism. Hitler's ideas were not unique – he drew from the research in scientific racism of the time. There were two main sources for Hitler's thinking: the United State of America and German anthropologists researching in the German colonies.

[From: Via Afrika History Grade 11 Learner's Book, by S. Grove *et al* at page 134]

**SOURCE 3B**

The source contains an extract from *Mein Kampf* by Adolf Hitler in which he explains his racial theories against the Jews. The source further exposes Hitler's hatred of the Jews.

"The Nazi philosophy by no means believes in equality of races, but along with their differences, it recognises their higher or lesser value and feels obligated to promote the victory of the better and stronger, and demands the subjugation (oppression) of the inferior and weaker in accordance with the eternal will that dominates this universe... All human culture that we see before us today, are almost exclusively the creative product of the Aryan... Subjugated peoples benefit from being conquered because they learn from the superior Aryan race who has to remain the absolute master and not to inter-marry inferior conquered peoples... But it is the Jews who are engaged in a conspiracy to keep the master race from assuming its rightful position as rulers of the world, by tainting its racial and cultural purity. The Jews lack... the idealistic spirit... The Jew is and remains a parasite... spreading his influence wider and wider... He poisons the blood of others but preserves his own blood... to mask his tactics and fool his victims, he talks of the equality of all men, no matter what their race or colour may be... He strives to [*improve*] the conditions under which the workers work, in reality his aim is to enslave and thereby annihilate the non-Jewish race... The Jew uses every possible means to undermine the racial foundations of a subjugated people... The Jews were responsible for bringing Negroes into the Rhineland, with ultimate idea of bastardising the white race which they hate; and thus lowering its cultural and political level so that the Jews might dominate."

[Adapted from: *Mein Kampf* (My Struggle) by Adolf Hitler]



**SOURCE 3C**

This source gives details of the killing of Jews in various countries in Europe by Nazi Germany.

The goal of annihilating all of the Jews of Europe, as it was proclaimed at the conference in the *villa Am Grossen Wannsee* in January 1942, was not reached. Yet the six million murder victims make the **holocaust** a unique crime in the history of mankind. The number of victims – and with certainty the following represent the minimum number in each case – cannot express that adequately. Numbers are just too abstract. However they must be stated in order to make clear the dimension of the genocide: 165 000 Jews from Germany, 65 000 from Austria, 32 000 from France and Belgium, more than 100 000 from the Netherlands, 60 000 from Greece, the same number from Yugoslavia, more than 140 000 from Czechoslovakia, half a million from Hungary, 2,2 million from the Soviet Union, and 2,7 million from Poland. To these numbers must be added all those killed in the pogroms and massacres in Romania and Transilvania (over 200 000) and the deported and murdered Jews from Albania and Norway, Denmark and Italy, from Luxembourg and Bulgaria.

[From: Benz, Wolfgang, *The Holocaust: A German Historian Examines the Genocide*]

**SOURCE 3D**

Emancipated (freed) survivors of one of the largest Nazi concentration camps, at Ebensee, Austria, entered by the 80<sup>th</sup> division, U.S. Third army on May 7, 1945.



[From: [www.history.com/topics/holocaust-concentration-camps](http://www.history.com/topics/holocaust-concentration-camps), accessed on 20 January 2015]

**ACKNOWLEDGEMENTS**

Visual sources and other historical evidence were taken from the following:

Benz, W. *The Holocaust: A German Historian Examines the Genocide*

Deftereos, R. *et al, Making History, Learners' Book Grade 11*

Hitler, A. *Mein Kampf*

Lynch, M. *Reactions and Revolutions: Russia 1881 - 1924*

Grove, S. *et al, Via Afrika History, Grade 11 Learners' Book*

Internet Source: [www.americanprogress.org/issues/media/news](http://www.americanprogress.org/issues/media/news)

Internet Source: [www.britannica.com/Russian-Revolution-of-1917](http://www.britannica.com/Russian-Revolution-of-1917)

Internet Source: [www.history.com/topics/vladimir-lenin](http://www.history.com/topics/vladimir-lenin)

Internet Source: [www.history.com/topics/holocaust-concentration-camps](http://www.history.com/topics/holocaust-concentration-camps)

Internet Source: [www.history.com/topics/new-deal](http://www.history.com/topics/new-deal)

Internet Source: [www.history1900s.about.com](http://www.history1900s.about.com)

[en.wikipedia.org/New-Deal](http://en.wikipedia.org/New-Deal)

















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**GRADE 11**

**NOVEMBER 2015**

**HISTORY P1**

**MARKS: 150**

**TIME: 3 hours**



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This question paper consists of 9 pages, and an addendum of 10 pages.

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**INSTRUCTIONS AND INFORMATION TO CANDIDATES**

1. This question paper consists of **SIX (6)** questions based on the prescribed content framework of the CAPS document. 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 19<sup>th</sup> AND 20<sup>th</sup> 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 19<sup>th</sup> AND 20<sup>th</sup> 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. Answer THREE questions as follows:
  - 4.1 At least ONE (1) must be a source-based question and at least ONE (1) must be an essay question.
  - 4.2 The THIRD question can either be a source-based question or an essay question.
5. When candidates answer questions, they are required to demonstrate application of knowledge, skills and insight.
6. A mere rewriting of sources as answers will disadvantage candidates.
7. Number the answers correctly according to the numbering system used in this question paper.
8. Write neatly and legibly.
9. Start each question on a new page and rule off at the end of each question.

**SECTION A: SOURCE-BASED QUESTIONS**

Answer at least ONE question, but not more than TWO questions from this section. Source material to be used to answer these questions is in the ADDENDUM.

**QUESTION 1: HOW DID MASS MOBILISATION OF THE PEOPLE LED TO THE DOWNFALL OF THE TSARIST REGIME IN RUSSIA IN 1917?**

Study Sources 1A, 1B, 1C, 1D and 1E in order to answer the following questions.

**1.1 Refer to Source 1A.**

- 1.1.1 Using the source and your own knowledge define the concept, *autocracy*. (1 x 2) (2)
- 1.1.2 What opportunity, according to the source, existed by the late 1890s? (1 x 2) (2)
- 1.1.3 Why, in your opinion, was the tsar not willing to introduce any political or economic changes? (2 x 2) (4)
- 1.1.4 Why, according to the source, did progressive elements in society turn against the tsar? (1 x 2) (2)

**1.2 Study Source 1B.**

- 1.2.1 What, according to the source, were the reasons that led to the people become hostile towards the government? (1 x 2) (2)
- 1.2.2 What, according to the source, was the main aim of the march to St. Petersburg? (1 x 2) (2)
- 1.2.3 Why, in your opinion, did the army fire on the demonstrators? (1 x 2) (2)
- 1.2.4 Even though the march could be considered as having failed, it had historical significance for Russia.
- Do you agree with this assertion/submission? Support your answer. (1 x 2) (2)

- 1.3 How does Source 1B support Source 1A in respect of the actions that the people took against the tsarist regime? (1 x 2) (2)

- 1.4 Read Source 1C.
- 1.4.1 Using the source and your own knowledge provide reasons why industrial workers were on strike. (2 x 2) (4)
- 1.4.2 Why, in your opinion, did the soldiers eventually join the demonstrations and refused to act against the people? (2 x 2) (4)
- 1.4.3 Using the source and your own knowledge explain what a soviet is. (1 x 2) (2)
- 1.5 Consider Source 1D.
- 1.5.1 Using the source and your own knowledge, explain why Lenin called for an armed insurrection. (1 x 2) (2)
- 1.5.2 Using the source and your own knowledge, explain whether you think Lenin was justified or not in calling for an armed insurrection. (1 x 2) (2)
- 1.5.3 Using the source, what immediate changes did Lenin introduce when the Bolsheviks assumed power? (3 x 1) (3)
- 1.6 Use Source 1E.
- 1.6.1 What is the significance of the presence of the uniformed personnel in the crowd that Lenin addressed after the Bolsheviks had overthrown the provisional government? (1 x 2) (2)
- 1.6.2 Can Source 1E be regarded as reliable in understanding the role the Bolsheviks played in the October Revolution of 1917? (1 x 3) (3)
- 1.7 Using information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (80 words) in which you evaluate the extent to which the peoples' struggles led to the downfall of Tsar Nicholas II. (8)
- [50]**

**QUESTION 2: DID ROOSEVELT'S NEW DEAL ACHIEVE THE OBJECTIVES OF RELIEF, REFORM AND RECOVERY FOR THE AMERICAN ECONOMY?**

Study Sources 2A, 2B, 2C and 2D and then answer the set questions.

2.1 Refer to Source 2A.

- 2.1.1 What, according to the source, were the results of collapse of the New York Stock Exchange? (4 x 1) (4)
- 2.1.2 Using the source and your own knowledge, explain the meaning of the concept, *Great Depression*. (1 x 2) (2)
- 2.1.3 Do you think that President Hoover was justified or not in describing the crisis as just "a passing incident in our national lives"? (2 x 2) (4)
- 2.1.4 Using the source and your own knowledge, explain the difference in approach towards the Great Depression by the governments of President Hoover and President Roosevelt. (2 x 2) (4)

2.2 Study Source 2B.

- 2.2.1 Why, according to the source, were bank runs common at the beginning of the depression? (1 x 2) (2)
- 2.2.2 What, in your opinion, was the significance of the Roosevelt's Fireside Chats? (1 x 2) (2)
- 2.2.3 Why, according to the source, was Hoover reluctant to take action to prevent further bank runs? (1 x 1) (1)
- 2.2.4 Do you think that Roosevelt was justified in fast-tracking the Emergency Banking Act for immediate implementation? (2 x 2) (4)
- 2.2.5 What, according to the source, was the immediate result of the Emergency Banking Act? (1 x 2) (2)

- 2.3 Refer Source 2C.
- 2.3.1 Using the source and your own knowledge, what were the direct benefits of the Tennessee Valley Authority Act to the American economy during the depression? (2 x 2) (4)
- 2.3.2 How does Source 2C support Source 2A with regards to Roosevelt's government response to the Great Depression? (2 x 2) (4)
- 2.3.3 What are the limitations of Source 2C as historical evidence? (1 x 2) (2)
- 2.4 Consult Source 2D
- 2.4.1 With reference to the source, to what extent, do you think, was the New Deal successful as a government intervention programme? (1 x 3) (3)
- 2.4.2 Why, in your opinion, were certain sectors of the American population excluded from benefitting from the New Deal programmes? (2 x 2) (4)
- 2.5 With reference to the relevant source, write a paragraph of about EIGHT lines (about 80 words) in which you discuss whether the New Deal did achieve the goals of relief, recovery and reform. (8)
- [50]**

**QUESTION 3: HOW DID NAZI PROPAGANDA LEAD TO THE EXTERMINATION OF MINORITIES IN NAZI GERMANY?**

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

**3.1 Consult Source 3A.**

- 3.1.1 What, according to the source, was Hitler's concept of race? (3 x 1) (3)
- 3.1.2 Why, according to the source, were Aryans regarded as the master race? (3 x 1) (3)
- 3.1.3 Using the source and your own knowledge explain the reasons why Hitler displayed an irrational hatred of the Jews. (2 x 2) (4)
- 3.1.4 Using the source and your own knowledge, define the concept, *anti-Semitism*. (1 x 2) (2)
- 3.1.5 Can Hitler's anti-Semitic views, as expressed in the source, be justified? (2 x 2) (4)

**3.2 Refer to Source 3B.**

- 3.2.1 What, according to the source, is the benefit for "inferior races" when conquered by the Aryans? (1 x 2) (2)
- 3.2.2 Why, according to the source, is it important for the Aryans not to inter-marry? (1 x 2) (2)
- 3.2.3 Is Source 3B reliable as a historical evidence in understanding Hitler's hatred of the Jews? (1 x 2) (2)
- 3.2.4 What, in your opinion, would have been the impact of the ideas contained in the source on the ordinary German's view of the Jews? (2 x 2) (4)

- 3.3 How does Source 3B support Source 3A with regards to Hitler's views on race? (2 x 2) (4)

- 3.4 Consider Source 3C.
- 3.4.1 Using the source and your own knowledge, define **holocaust**. (1 x 2) (2)
- 3.4.2 Why, in your opinion, was the killing of the Jews referred to as a genocide? (1 x 2) (2)
- 3.4.3 In which country, according to the source, was the biggest number of Jews killed? (1 x 1) (1)
- 3.5 Refer to Source 3D.
- 3.5.1 What is the central message of the photograph in the source? (1 x 3) (3)
- 3.5.2 What, in your opinion, were the intentions of the USA in publishing this photograph? (2 x 2) (4)
- 3.6 Using all the relevant sources and your own knowledge write a paragraph of about EIGHT lines (about 80 words) on how Nazi propaganda led to the extermination of Jews in Germany during the Second World War. (8)
- [50]**



**SECTION B: ESSAY QUESTIONS**

Answer ONE (1) question, but not more than TWO questions, from this section.

Your essay should be about THREE pages long.

**QUESTION 4: COMMUNISM IN RUSSIA, 1900–1940**

Candidates may answer only ONE of the following two essays.

- 4.1 “Even though Lenin’s New Economic Policy was viewed by some in the Communist Party as a sell-out programme, it did achieve some measure of success in trying to stabilise Russia’s economy after the disastrous War Communism”

Do you agree with the above statement or not? Substantiate your answer in a well-argued essay.

[50]

**OR**

- 4.2 To what extent was Stalin successful in his programme of consolidating communism and modernising Russia?

[50]

**QUESTION 5: CAPITALISM IN THE USA, 1900–1940**

Candidates may answer only ONE of the following two essays.

- 5.1 To what extent would you agree that the underlying weaknesses/defects in the US economy in the 1920s undermined the long-term sustainability of that economy, leading to the collapse of the New York Stock Exchange in October 1929, thereby unleashing the Great Depression?

[50]

**OR**

- 5.2 Critically discuss the consequences/effects of the Great Depression in the USA.

[50]

**QUESTION 6: IDEAS OF RACE IN THE LATE 19<sup>th</sup> AND 20<sup>th</sup> CENTURIES**

Did the ideas eugenics and Social Darwinism play any role in shaping the practices and policies of Britain insofar as the treatment of indigenous people of Australia was concerned?

[50]

**TOTAL: 150**













