



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 11

NOVEMBER 2016

HISTORY P1

MARKS: 150

TIME: 3 hours



This question paper consists of 8 pages.

INSTRUCTIONS AND INFORMATION

1. This question paper consists of **SIX (6)** questions based on the CAPS content framework. 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 19th AND 20th 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 19th AND 20th 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. Candidates are required to answer THREE (3) questions.
 - 4.1 At least ONE (1) source-based question and at least ONE (1) essay question.
 - 4.2 The third question can either be a source-based question or an essay question.
5. Candidates are advised to spend one hour on each question.
6. When candidates answer questions, they are required to demonstrate application of knowledge, skills and insight.
7. Merely rewriting of the sources as answers will be to the disadvantage of candidates.
8. Questions and subsections of questions must be numbered clearly and correctly using the same numbering as in the question paper.
9. Write neatly and legibly.
10. 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 and not more than TWO questions from this section.

QUESTION 1: COMMUNISM IN RUSSIA, 1900–1940**WAS THE 1917 REVOLUTIONARY CHALLENGE TO CAPITALISM IN RUSSIA SUCCESSFUL?**

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

1.1 Refer to Source 1A.

1.1.1 Define (explain) the following concepts:

(a) *Monarchy* (1 × 2) (2)

(b) *Communism* (1 × 2) (2)

1.1.2 Extract evidence from the source that indicates the two main changes made by the revolution on Russia. (2 × 1) (2)

1.1.3 Explain why, according to the source, the Lenin government took time to have total control of Russia. (1 × 2) (2)

1.1.4 Using the source and your own knowledge, explain why Tsar Nicholas II became a very ruthless (heartless) ruler of Russia. (2 × 2) (4)

1.1.5 Give TWO reasons why you would regard Source 1A as useful in better understanding the achievements of the Russian Revolution. (2 × 2) (4)

1.2 Consider Source 1B.

1.2.1 Why, in your opinion, did the troops revolt against the government of the tsar? (2 × 2) (4)

1.2.2 Quote evidence from the source that shows that the ordinary people were happy with what the soldiers were doing. (1 × 2) (2)

1.2.3 Explain the significance of the sentence, '*All were armed, and many had red flags fastened to their bayonets*', in the context of the revolution. (2 × 2) (4)

1.2.4 Extract evidence from the source that proves that the soldiers were no longer under the authority of the government. (2 × 1) (2)

1.2.5 Why, in your view, did General Manikovsky respond as he did in the face of the invading soldiers? (2 × 2) (4)

- 1.3 Study Source 1C.
- 1.3.1 What is the message that is carried by this article? (1 × 2) (2)
- 1.3.2 Would you regard this article as a reliable piece of historical evidence? Support your answer. (2 × 2) (4)
- 1.4 Refer to Source 1D.
- Why would you regard Source 1D as a very important achievement for the people of Russia in the context of the revolution? (2 × 2) (4)
- 1.5 Using the information from the relevant sources and your own knowledge write a paragraph of about EIGHT lines (about 80 words) in which you explain how successful the 1917 revolution was in challenging capitalism in Russia. (8)
- [50]**

QUESTION 2: CAPITALISM IN THE USA, 1900–1940

WHAT IMPACT DID THE GREAT DEPRESSION HAVE ON THE LIVES OF ORDINARY AMERICANS?

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

- 2.1 Study Source 2A.
- 2.1.1 When, according to the source, did the American stock market collapse? (1 × 1) (1)
- 2.1.2 Why, according to the source, did the stock market in the USA crash? (1 × 2) (2)
- 2.1.3 Using the source and your own knowledge, explain why there were panic sales in October 1929. (2 × 2) (4)
- 2.1.4 Using the information from the source, explain how farmers were affected by the stock market crash of October 1929. (2 × 1) (2)
- 2.1.5 Using the source and your knowledge, define the concept; **Great Depression**. (1 × 2) (2)

- 2.2 Refer to Source 2B.
- 2.2.1 Extract evidence from the source that shows the destructive impact of the Great Depression on the family unit in America. Give FOUR examples. (4 × 1) (4)
- 2.2.2 Why, according to the source, were fathers emotionally affected by the Great Depression? (2 × 1) (2)
- 2.2.3 Do you think that the unemployed men were justified in regarding themselves as failures because they could not provide for their families? (2 × 2) (4)
- 2.3 Consult Source 2C.
- 2.3.1 Using the source as a reference, explain why Americans were dependent on bread queues. (2 × 2) (4)
- 2.3.2 Using the visual clues from the source and your own knowledge of the period before the Great Depression, explain the meaning of the expression: The American Dream. (2 × 2) (4)
- 2.3.3 Comment on the inherent contradiction that is portrayed in the source. (2 × 2) (4)
- 2.3.4 Would you consider Source 2C reliable in understanding the sudden impact of the Great Depression? (2 × 2) (4)
- 2.4 Use Source 2D.
- 2.4.1 Using the source and your own knowledge, mention the political party to which President Hoover belonged. (1 × 1) (1)
- 2.4.2 Why, in your opinion, did the American voters vote against Hoover in the 1933 election? (2 × 2) (4)
- 2.5 Using the information from the relevant sources and your own knowledge write a paragraph of about EIGHT lines (about 80 words) in which you discuss the devastating impact of the Great Depression on the ordinary people of America. (8)
- [50]**

QUESTION 3: IDEAS OF RACE IN THE LATE 19th AND 20th CENTURIES**HOW WERE THE HUMAN RIGHTS OF MINORITIES VIOLATED IN NAZI GERMANY FROM 1933 TO 1945?**

Study Source 3A, 3B, 3C and 3D in order to answer the following questions.

3.1 Refer to Source 3A.

3.1.1 Using the source and your own knowledge define the concepts:

(a) *Anti-Semitism* (1 × 2) (2)

(b) *Democracy* (1 × 2) (2)

3.1.2 What, according to the source, was President Hindenburg's aspiration about what the new chancellor could do? (1 × 2) (2)

3.1.3 How, according to the source, did Hitler end democracy in Germany? (1 × 2) (2)

3.1.4 Why, in your opinion, did Hitler want to end democratic practices in Germany? (2 × 2) (4)

3.1.5 Why, in your view, were the Germans prepared to sacrifice their own freedom in order to grant Hitler powers of a dictator? (2 × 2) (4)

3.1.6 Using the information from the source, give reasons why the Jews became the prime target of the Nazi hatred? (2 × 1) (2)

3.2 Study Source 3B.

3.2.1 Using Extract 1, name the newspaper in which the anti-Jewish laws were published. (1 × 1) (1)

3.2.2 Extract evidence from the source that suggests that Rudy Barnes was not a supporter of the Nuremberg Laws. (1 × 2) (2)

3.2.3 Compare Extract 1 and Extract 2. Explain in what ways are these extracts similar regarding the manner in which the Nazis treated the Jews and Gypsies. (2 × 2) (4)

3.2.4 Why would you consider Extract 1 of Source 3B to be useful in understanding the race policies of Germany during World War II? (2 × 2) (4)

- 3.3 Refer to Source 3C.
- 3.3.1 How, according to the source, did Heydrich understand the instruction from Goering regarding the 'Jewish problem'? (1 × 1) (1)
- 3.3.2 Using the source and your own knowledge, explain why the Nazi government under Hitler committed itself to find a final solution to the 'Jewish Question'. (2 × 2) (4)
- 3.4 Consider Source 3D.
- 3.4.1 What are the limitations of this visual source as a piece of historical evidence? (2 × 2) (4)
- 3.4.2 How does Source 3D support the evidence contained in Source 3B, Extract 2, with regard to the treatment of minorities in the concentration camps? (2 × 2) (4)
- 3.5 Using the information from relevant sources and your own knowledge write a paragraph of about EIGHT lines (about 80 words) in which you show or demonstrate how the human rights of minorities were violated in Nazi Germany. (8)
- [50]**

SECTION B: ESSAY QUESTIONS

Answer at least ONE question and not more than TWO questions from this section.

QUESTION 4: COMMUNISM IN RUSSIA, 1900–1940**4.1**

Evaluate whether Lenin's economic policies were successful in Russia after the revolution in 1917.

[50]**OR****4.2**

“Stalin was both a blessing and a curse for Russia.”

Do you agree with this statement?

Support your answer using relevant evidence with specific reference to economic development in Russia under Stalin and his repressive reign.

[50]**QUESTION 5: CAPITALISM IN THE USA, 1900–1940****5.1**

“It can be argued that the collapse of the US economy in 1929 could have been avoided or at least the extent of the collapse could have been minimised if the government of USA had taken positive steps to regulate the economy.”

Do you agree with this statement?

Support your answer with relevant historical evidence.

[50]**OR****5.2**

Critically discuss the effects/results of the Great Depression in the USA.

[50]**QUESTION 6: IDEAS OF RACE IN THE LATE 19th AND 20th CENTURIES**

Discuss critically whether the application of eugenics and Social Darwinism on the indigenous people of Australia could be regarded as genocide or not.

[50]**TOTAL: 150**



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**HISTORY P1
ADDENDUM**



This addendum consists of 13 pages.

SECTION A: SOURCE-BASED QUESTIONS**QUESTION 1: COMMUNISM IN RUSSIA, 1900 – 1940****WAS THE 1917 REVOLUTIONARY CHALLENGE TO CAPITALISM IN RUSSIA SUCCESSFUL?****SOURCE 1A**

This source discusses the early achievements of the Russian Revolution and provides background information on why Tsar Nicholas II's rule was ruthless.

The Russian Revolution took place in 1917, during the final phase of World War I. It removed Russia from the war and brought about the transformation of the Russian Empire into the Union of Soviet Socialist Republics (USSR), replacing Russia's traditional monarchy with the world's first communist state. The Revolution happened in stages through two separate coups, one in February and one on October. The new government, led by Vladimir Lenin, would solidify (strengthen) its power only after three years of civil war, which ended in 1920.

Although the events of the Russian Revolution happened abruptly, the causes may be traced back nearly a century. Prior to the Revolution, the Russian monarchy had become progressively weaker and increasingly aware of its own vulnerability and therefore more reactionary (oppressive). Nicholas II – the tsar who led Russia in the years leading up to the revolution – had personally witnessed revolutionary terrorist assassinate his grandfather and, subsequently, his own father's response to the assassination through brutal oppression of the Russian people. When Nicholas II himself became tsar in 1894, he used similarly severe measures to subdue (defeat) resistance movements, which were becoming bolder and more widespread every year. As Nicholas's newly imposed oppression in turn incited still more unrest, he was forced to make concessions after each incident: it was in this manner that Russia's first constitution was created, as was its first parliament. These concessions continued gradually until Nicholas II's grip on power became very tenuous (of no effect).

[From: www.sparknotes.com/history/european/russianrev. Accessed on 10 April 2016]

SOURCE 1B

In this source author, Alfred Knox, described the mutiny in the army that led to the overthrow of Nicholas II in his book, *With the Russian Army: 1914 – 1917* (1921).

I was talking to friends there in the corridor on the first floor, outside the office of General Manikovsky, the Chief of the Department, when General Hypatiev, the chemical expert, and M. Terenshchenko arrived with the news that the depot troops of the garrison had mutinied (revolted against the tsar) and were coming down the street. I heard for the first time that a company of the Pavlovsky Regiment had fired on the police the previous evening and had been disarmed and confined in the Preobrazhensky barracks...

We went to the window and waited. Outside there was evident excitement, but no sound came to us through the thick double windows. Groups were standing at the corners gesticulating (making expressive movements with hands and arms) and pointing down the street. Officers were hurrying away... It seemed that we waited at least ten minutes before the mutineers arrived. Craning our necks (stretching our necks like cranes), we first saw two soldiers – a sort of advanced guard – who strode along the middle of the street, pointing their rifles at loiterers (wanderers) to clear the road (to give way). One of them fired a shot at an unfortunate chauffeur. Then came a great disorderly mass of soldiers, stretching right across the wide street and both pavements. They were led by a diminutive (short) but immensely dignified student. There were no officers. All were armed, and many had red flags fastened to their bayonets. They came slowly and finally gathered up in a compact mass in front of the Department.

Soon we heard the windows and doors on the ground floor being broken in, and the sound of shots reached us... An excited orderly rushed in: "Your High Excellency! They are forcing their way into the building. Shall we barricade your door?" But Manikovsky kept his nerve, and said: "No. Open all doors. Why should we hinder them?" As the orderly turned away, astonished at his new complaisance (willingness to please others), Manikovsky sighed, and said to me with the characteristic click of worried anger: "Look what our Ministry has brought us to!"

[From: www.spartacus-educational.com/RUSmarchR.htm. Accessed on 10 April 2016]

SOURCE 1C

This source shows the headlines of *The New York Times* carrying the news of the abdication (surrender) of Nicholas II as a result of the 1917 February Revolution.



THE NEW YORK TIMES

**REVOLUTION IN RUSSIA;
CZAR ABDICATES; MICHAEL
MADE REGENT, EMPRESS IN
HIDING: PRO-GERMAN
MINISTERS REPORTED SLAIN**

[From: www.spartucus-educational.com/RUSmarchR.htm. Accessed on 11 April 2016]

SOURCE 1D

This source contains a document that was issued by the Bolshevik government after assuming power. It is a declaration of human rights for all.

Declaration of the Rights of The Peoples of Russia

...The first Congress of Soviets, in June of this year, proclaimed the right of the peoples of Russia to self-determination.

The second Congress of the Soviets...confirmed this inalienable right of the peoples of Russia more decisively and definitely.

Executing the will of these Congresses, the Council of People's Commissars (Russian Cabinet) has resolved to establish as a basis for its activity in the question of Nationalities, the following principles:

1. The equality and sovereignty of the peoples of Russia.
2. The right of the peoples of Russia to free, self-determination, even to the point of separation and the formation of an independent state.
3. The abolition of any and all national religious privileges and disabilities.
4. The free development of national minorities and ethnographic groups inhabiting the territory of Russia.

Decrees will be prepared immediately upon the formation of a Commission on Nationalities.

In the name of the Russian Republic,

*People's Commissar for Nationalities
Yussov Djughashvili-Stalin
President of the Council of People's Commissars
V. Ulianov (Lenin)*

[From: *Ten Days That Shook the World* by John Reed, 1919]

QUESTION 2: CAPITALISM IN THE USA, 1900 – 1940**WHAT IMPACT DID THE GREAT DEPRESSION HAVE ON THE LIVES OF ORDINARY AMERICANS?****SOURCE 2A**

This source focuses on the immediate impact of the Great Depression on the American work force.

America's "Great Depression" began with the dramatic crash of the stock market on "Black Thursday", 24 October 1929, when 16 million shares of stock were quickly sold by panicking investors who had lost faith in the American economy. At the height of the Depression in 1933, nearly 25% of nation's workforce were unemployed. Wage income for workers who were lucky enough to have kept the jobs fell almost 43% between 1929 and 1933. It was the worst economic disaster in American history. Farm prices fell so drastically that many farmers lost their homes and land. Many went hungry.

Faced with this disaster, families split up or migrated from their homes in search of work. "Hoovervilles" (named after President Hoover, as an insult), shanty towns constructed of packing crates, abandoned cars and other cast-off scraps sprung up across the nation. Gangs of youths, whose families could no longer support them, rode the rails in box cars like so many hoboes (homeless people), hoping to find a job... America's unemployed were on the move, but there was really nowhere to go. Industry was badly shaken by the Depression. Factories closed; mills and mines were abandoned; fortunes were lost. American business and labour were both in serious trouble.

[From: www.sahistory.org.za/article/great-depression-usa-grade-11. Accessed on 11 April 2016]

SOURCE 2B

This source exposes the suffering that families went through during the Great Depression. Note the emphasis on the impact the depression had on the position of the father in the family.

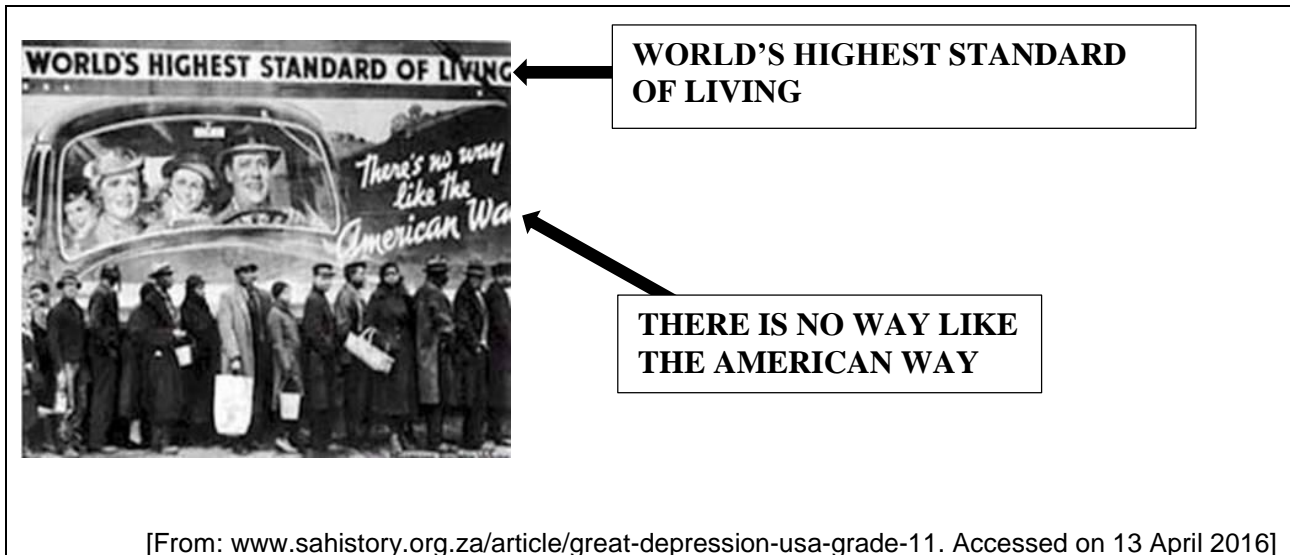
From one perspective, the story emerging from the Great Depression can be described as one of family “disorganisation” and deprivation. Marriage rates declined ... and the trend toward decreasing birth rates, already underway, accelerated during the 1930s. Although divorce rates also declined, this seems to have been largely the consequence of the inability to pay lawyers’ fees; desertion rates increased during the decade. In some cases two or more families crowded together in the apartments or homes designed as single-family residences... From 1929 to 1931, the number of children entering custodial institutions increased by 50 percent. In many economically deprived (poor) families, children suffered from malnutrition and inadequate clothing.

Things seemed to be especially difficult for unemployed male heads of families. Traditional conceptions of gender roles prevailed during the 1930s; accordingly, men were expected to be breadwinners of their families. Unemployed men felt like failures as a result of their inability to provide for their families. Such feelings of inadequacy were accentuated (made worse) when, often after having used up their savings, these men were forced to endure the humiliating experience of applying for relief. Unemployed men often found themselves hanging around their homes, irritating their wives... Children of impoverished families, recalling memories of family life during the 1930s, often remembered their fathers as emotionally distant and indifferent. Some unemployed men took up drinking....

[From: <http://ic.galegroup.com/ic/uhic>. Accessed on 10 April 2016]

SOURCE 2C

This visual source shows people lining up for food in one of the soup kitchens that helped the needy during the Great Depression. In the background is a giant advertising board depicting the American Dream. Note the inherent contradiction.

**SOURCE 2D**

The source shows the ineffective steps taken by Hoover in his attempts to deal with the crisis created by the Great Depression. It was a case of too little too late.

The Republican government under Hoover did implement a number of measures to combat the Great Depression. Immediately after the stock market collapse Hoover directed all Federal Departments to speed up public works to create jobs. In 1931 he set up the Reconstruction Finance Corporation (RFC) to provide funds to banks, building and loan associations, agricultural cooperatives and railways that were in trouble. After a collapse of the European economy in 1931 he also suspended payment of international debt repayments to the USA.

In 1932 when local governments ran out of money to help the unemployed, the government provided \$300 million in loans to keep people in jobs. But Hoover refused the demands of the Democrats who were asking the government to distribute money to the unemployed. Despite Hoover's efforts, US citizens were not convinced that he was effective. In the next election they elected a Democrat – President Roosevelt.

[From: *Making History Grade 11* by Defterios, R et al, Heinemann, 2006]

QUESTION 3: IDEAS OF RACE IN THE LATE 19th AND 20th CENTURIES**HOW WERE THE HUMAN RIGHTS OF MINORITIES VIOLATED IN NAZI GERMANY FROM 1933 TO 1945?****SOURCE 3A**

This source explains the early stages of coming to power of Hitler in Germany and it also gives insight into the exclusion of certain races from the so-called German master race.

On January 30, 1933, Adolf Hitler was named chancellor, the most powerful position in the German government, by the aged President Hindenburg, who hoped Hitler could lead the nation out of its grave political and economic crisis. Hitler was the leader of the right-wing Nationalist Socialist German Workers Party (called “the Nazi Party” for short). The Nazi Party was extremely anti-Semitic. It was, by 1933, one of the strongest parties in Germany, even though... the Nazis had won only a plurality of 33 percent of the votes in the 1932 elections to the German parliament (*Reichstag*).

Once in power, Hitler moved quickly to end German democracy. He convinced his cabinet to invoke emergency clauses of the constitution that permitted the suspension of individual freedoms of the press, speech and assembly... The Enabling Act of March 23, 1933...gave Hitler dictatorial powers. Also in 1933, the Nazis began to put into practice their racial ideology. The Nazis believed that the Germans were “racially superior” and that there was a struggle between them and inferior races. They saw the Jews, Roma (Gypsies) and the handicapped as a serious biological threat to the purity of the “German (Aryan) Race,” what they called the master race.

Jews, who numbered about 525 000 in Germany were the principal target of Nazi hatred. The Nazis identified Jews as a race and defined this race as “inferior.” They also spewed (advocated) hate-mongering propaganda that unfairly blamed the Jews for Germany’s economic depression and the country’s defeat in World War I (1914 – 1918)

[From: www.myjewishlearning.com/article/1933-1939. Accessed on 16 April 2016.]

SOURCE 3B

The source below consists of two extracts on the impact of Nuremberg Laws on the Jews and the Gypsies.

Extract 1: This newspaper article focuses on how the Nuremberg Laws started the process of discrimination against German Jews.

NEWS FROM GERMANY 1935

New York Herald Tribune, 16 September 1935

“The Shame of Nuremberg” by Rudy Barnes

NUREMBERG, Germany, 15 September 1935. Strict new laws depriving German Jews of all the rights of German citizens were decreed by a cheering *Reichstag* (Germany parliament) here tonight after an address by Chancellor Adolf Hitler. Tonight’s decrees are among the most sweeping measures taken since the Nazis came into power two and a half years ago. The new laws, which go into effect on 1 January, will help to realise the anti-Jewish part of the Nazi programme. They are described as ‘laws for the protection of German blood and honour.’ As read before the *Reichstag* by the president of the legislative body, they are:

1. Marriages between Jews and German citizens are forbidden.
2. Physical contact between Jews and Germans is forbidden.
3. Jews are not permitted to employ in their household German servants under the age of 45.
4. Jews are forbidden to raise the swastika emblem (now the national flag).

Violation of any of the first three laws is punishable by imprisonment and hard labour. Violation of the fourth law is punishable by imprisonment. Tonight’s session of the *Reichstag* was called unexpectedly by Hitler. The *Reichstag*, which is now nothing more than a rubber stamp, was called to order by the President of the *Reichstag* at 09:00pm. After speaking of the three laws, the President asked the *Reichstag* for unanimous approval. Six hundred men, most of them in brown uniforms leaped to their feet...

Extract 2: Vera Laska, an eyewitness, gives an account on the impact of the Nuremberg laws on Gypsies.

Gypsies were officially defined as non-Aryan by the Nuremberg Laws of 1935, which also first defined Jews; both groups were forbidden to marry Germans. Gypsies were later labelled as asocials in 1937... Two hundred Gypsy men were then selected by quota and incarcerated (held under severe prison conditions) in the Buchenwald concentration camp. Gypsies were forbidden to move freely and were concentrated in encampments within Germany in 1939, later (1941) transformed into fenced ghettos, from which they would be seized for transport by criminal police (aided by dogs) and dispatched to Auschwitz (infamous concentration camp) in February 1943.

[From: *Women In The Resistance And In The Holocaust: The Voices Of Eyewitnesses* by V Laska, ed.]

SOURCE 3C

This Source focuses on Herman Goering's (Hitler's deputy) attempts to solve what he referred to as the 'Jewish Question.'

Through his interests in the economics of Aryanisation (Jewish property and businesses placed under German control), and the use of the Jewish concentration camp labour, Goering was inextricably (completely) caught up in the effort to find a solution to the 'Jewish Question'. In the winter of 1938-9 he had acquired powers to organise the economic exploitation of the Jewish population. The wider question of what to do with the Jews thus excluded from public life he delegated Heydrich and the SS (Nazi Party military police), under his loose supervision. Goering was attracted at first to the idea of expelling all German Jews, either to Madagascar or to Western powers... After the outbreak of the war the seizure of Jewish assets increased in scale, as did the exploitation of Jewish labour. It was during the 'cleansing' of the European economy that the Nazi leadership moved towards a final solution to the Jewish question.

In the summer of 1941 Goering ordered Heydrich to provide a plan for resolving the Jewish problem using any means available. Heydrich announced this at the Wannsee conference on 29 January 1942, using it a *carte blanche* (complete freedom) from the movement's leaders to proceed to annihilation (total destruction).

[From – *Goering, Hitler's Iron Knight* by R Overy]

SOURCE 3D

This source shows survivors at Buchenwald concentration camp remaining in their barracks after liberation by Allied forces on April 16, 1945.



[From: www.history.com/holocaust-concentration-camps. Accessed on 18 April 2016]

ACKNOWLEDGEMENTS

Extracts and visual sources used in the addendum were taken or adapted from the following publications.

Defterios, R *et al* 2006, *Making History Grade 11*, (Heinemann)

Laska, V ed *Women In The Resistance And In The Holocaust: The Voices Of Eyewitnesses*

Overy, R *Goering, Hitler's Iron Knight*

Reed, J *Ten Days That Shook The World*, 1919

<http://ic.gaegroup.com/ic/uhic>

<http://www.history.com/holocaust-concentration-camps>

<http://www.myjewishlearning.com/article/1933-1939>

<http://www.sahistory.org.za/article/great-depression-usa-grade-11>

<http://www.sparknotes.com/history.european.russianrev>

<http://www.spartacus-educational.com/RUSmarchR.htm>

