



education and sports development

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GENERAL AND FURTHER EDUCATION TRAINING SERVICES CURRICULUM DEVELOPMENT SERVICES

**NATIONAL
SENIOR CERTIFICATE**

GRADE 11

**HISTORY
MID-YEAR EXAMINATION 2019**

MARKS: 150

TIME: 3 hours

This question paper consists of 7 pages and an addendum of 10 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 TO 1940: LENIN
INTERPRETATION OF MARXISM: MARXISM-LENINISM

QUESTION 2: CAPITALISM IN USA 1900 TO 1940: THE NATURE OF
CAPITALISM IN THE USA

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

SECTION B: ESSAY QUESTIONS

QUESTION 4: COMMUNISM IN RUSSIA 1900 TO 1940: STALIN'S
INTERPRETATION OF MARXISM

QUESTION 5: CAPITALISM IN USA 1900 TO 1940: ROOSEVELT'S NEW DEAL

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

2. SECTION A consists of THREE source-based questions. Source material that is required to answer these questions can be found in the ADDENDUM.
3. SECTION B consists of THREE essay questions.
4. Answer THREE questions as follows:
 - 4.1 At least ONE must be a source-based question and at least ONE must be an essay question.
 - 4.2 The THIRD question may be either a source-based question or an essay question.
5. You are advised to spend at least ONE hour per question.
6. When answering the questions, you should apply your knowledge, skills 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, but not more than TWO questions in this section.
Source material that is required to answer these questions is contained in the ADDENDUM.

QUESTION 1: WHAT WERE THE EFFECTS OF WAR COMMUNISM ON THE PEOPLE OF RUSSIA IN THE 1920s?

Study Sources 1A, 1B, 1C and 1D and answer the questions that follow.

1.1 Refer to Source 1A.

- 1.1.1 Define the concept *War Communism* 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 List any FOUR measures introduced through War Communism. (4 x 1) (4)
- 1.1.4 Explain why you think the peasants were against their surplus crops being taken by the government. (2 x 2) (4)
- 1.1.5 How, according to the source, did the government encourage the use of bartering? (1 x 2) (2)

1.2 Study Source 1B.

- 1.2.1 Select TWO pieces of evidence from the source confirming that food were strictly rationed. (2 x 1) (2)
- 1.2.2 What evidence is there in the source to suggests that soldiers often used force to force peasants to handover their grain? (1 x 1) (1)
- 1.2.3 How, according to the source, did the peasants resist handing over their surplus grain? (1 x 2) (2)
- 1.2.4 Name the THREE effects that the years of Civil War had on the mines in Russia. (3 x 1) (3)
- 1.2.5 Comment on why you would regard the information in the source useful when researching the effects of War Communism on the people of Russia. (2 x 2) (4)

1.3 Consult Source 1C.

- 1.3.1 Why do you think the photographer took this particular photograph? (2 x 2) (4)

1.4 Compare Sources 1B and 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 Why, according to the source, did the peasants call for the overthrow of communism? (3 x 1) (3)

- 1.5.2 What do you think Lenin meant by the following: 'We are barely hanging on'? (1 x 2) (2)
- 1.5.3 Why, according to the source, did sailors at Kronstadt mutiny? (1 x 1) (1)
- 1.5.4 Explain why you think the Bolsheviks decided to change their policies? (1 x 2) (2)
- 1.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining the effects that War Communism had on the people of Russia in the 1920s? (8)
- [50]**

QUESTION 2: WHAT WERE THE EFFECTS OF THE GREAT DEPRESSION OF 1929 ON THE AMERICANS?

Study Sources 2A, 2B, 2C and 2D and answer the questions that follow.

- 2.1 Refer to Source 2A.
- 2.1.1 Why, according to the source, can a company sell shares in ownership of their businesses? (1 x 1) (1)
- 2.1.2 Explain speculation is regarded as a form of gambling. (2 x 2) (4)
- 2.1.3 Why do you think financial experts warned speculators and the public about share prices? (2 x 2) (4)
- 2.1.4 Why, according to the source, were people unwilling to invest in suspicious companies in September? (2 x 1) (2)
- 2.1.5 What, according to the source, triggered (started) the collapse of the American economy on 29 October 1929? (1 x 1) (1)
- 2.1.6 Comment on why you think this source would be useful to a historian researching about the buying and selling of shares in the United States of America in the 1920s. (2 x 2) (4)
- 2.2 Read Source 2B.
- 2.2.1 Identify any FOUR factors from the source showing that the economy was stunned (negatively affected) after the crash. (4 x 1) (4)
- 2.2.2 Select THREE pieces of evidence from the source confirming that many employees were laid off. (3 x 1) (3)
- 2.2.3 Using the information in the source and your own knowledge, explain what former President Calvin Coolidge meant by: 'This country is not in good condition.' (1 x 2) (2)
- 2.2.4 Quote any THREE evidence from the source suggesting that the poor Americans were the one's mostly affected by the 1929 Great Depression? (3 x 1) (3)
- 2.3 Consult Source 2C.

- 2.3.1 Explain the message that the cartoon convey about Hoover's attitude towards the Great Depression? (1 x 2) (2)
- 2.3.2 What, in your view, does the figure shown as: '*I 'm ruined*' represent? (1 x 2) (2)
- 2.4 Compare Sources 2B and 2C. Explain how the information in Source 2B supports the evidence in Source 2C regarding the effects the Great Depression had on the Americans. (2 x 2) (4)
- 2.5 Read Source 2D.
- 2.5.1 Quote TWO pieces of evidence in the source to show that there was also unemployment in towns. (2 x 1) (2)
- 2.5.2 How, according to the source, were the unemployed and poor relieved from poverty? (1 x 2) (2)
- 2.5.3 Use the source and your own knowledge to explain the name *Hooverville*. (1 x 2) (2)
- 2.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining the effects that the Great Depression of 1929 had on the Americans. (8)

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QUESTION 3: HOW DID HITLER AND THE NAZI PARTY USE EUGENICS AND EXCLUSION OF OTHER RACES TO CREATE A MASTER RACE IN GERMANY?

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

- 3.1 Refer to Source 3A.
- 3.1.1 What, according to the source, shaped and justified policies of mass murder? (1 x 1) (1)
- 3.1.2 Use the information and your own knowledge to explain the following:
- (a) Positive eugenics (1 x 2) (2)
- (b) Negative eugenics (1 x 2) (2)
- 3.1.3 Identify THREE human races that were classified as the 'sub-humans'.(3 x 1) (3)
- 3.1.4 Why, according to the source, were the Jews not having a place in the continuum? (1 x 1) (1)
- 3.1.5 Comment on why you would regard the information in the source useful when researching how eugenics was used to purify the German race during Hitler's reign. (2 x 2) (4)

- 3.2 Read Source 3B.
- 3.2.1 What, according to the source, was one of Hitler's major goal? (1 x 1) (1)
- 3.2.2 Why, according to the source, were minority groups excluded from the Aryan race? (2 x 1) (2)
- 3.2.3 How, according the source, were the following groups excluded from the Aryan community?
- (a) Jehovah's Witnesses (1 x 1) (1)
- (b) Homosexuals (1 x 1) (1)
- 3.2.4 Using the information in the source and your own knowledge, explain why you think Black men and children of mixed marriages were sterilized. (2 x 2) (4)
- 3.2.5 Why, in your view, did the young 'racially pure' girls taken into the Lebensborn project? (2 x 2) (4)
- 3.3 Study Source 3C.
- 3.3.1 Explain the messages that are conveyed in the frame. Use the visual clues to support your answer. (2 x 2) (4)
- 3.3.2 Identify any TWO groups, except the Jews, that were also hated in Germany. (2 x 1) (2)
- 3.4 Compare Sources 3B and 3C. Explain how the information in Source 3B supports the evidence in Source 3C regarding the Nazi (Hitler's) creation of a master race in Germany. (2 x 2) (4)
- 3.5 Consult Source 3D.
- 3.5.1 What evidence in the source suggests that the Jews were targeted? (1 x 2) (2)
- 3.5.2 Using the information in the source and your own knowledge, explain why the Germans acted the way they did against the Jews. (2 x 2) (4)
- 2.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (about 80 words) explaining how Hitler and the Nazi party used eugenics and exclusion of other races to create a master race in Germany? (8)

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SECTION B: ESSAY QUESTIONS

Answer at least ONE question, but not more than TWO questions in this section.

Your essay should be about THREE pages long.

QUESTION 4: COMMUNISM IN RUSSIA 1900 TO 1940: STALIN'S INTERPRETATION OF MARXISM



'During the period 1928 to 1938 Stalin transformed a backward, mainly agricultural Russia into a major industrial power'.

Critically discuss this statement by referring to Stalin's Five Year Plans.

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QUESTION 5: CAPITALISM IN USA 1900 TO 1940: ROOSEVELT'S NEW DEAL

President Roosevelt promised a 'New Deal for the forgotten man' during his election campaign in 1932,

To what extent did he keep to his promise? Substantiate your line of argument with relevant evidence.

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

'The Nazi party under Hitler used eugenics and racial laws in an attempt to create a 'master race in Germany'.

Do you agree with this statement? Substantiate your line of argument by using relevant evidence.

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TOTAL: 150