

Hillcrest High School

June 2019

Examiner: Moore



History

Grade 11

150 Marks

3 Hours

#### **INSTRUCTIONS AND INFORMATION**

1. This question paper consists of FIVE questions based on the CAPS content framework: TWO source-based questions under SECTION A and THREE essay questions under SECTION B.

#### **SECTION A: SOURCE-BASED QUESTIONS**

QUESTION 1: COMMUNISM IN RUSSIA - STALIN

QUESTION 2: CAPITALISM IN THE USA - GREAT DEPRESSION CAUSES AND EFFECTS (NEW DEAL)

#### **SECTION B: ESSAY QUESTIONS**

QUESTION 4: COMMUNISM IN RUSSIA – STALIN

QUESTION 5: CAPITALISM IN THE USA – CAUSES OF THE GREAT DEPRESSION

QUESTION 6: CAPITALISM IN THE USA - NEW DEAL

2. Each question counts 50 marks.
3. Candidates are required to answer THREE questions.
- 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 can either be a source-based question or an essay question.
5. Sources are located after the questions.

**SECTION A: SOURCE-BASED QUESTIONS**

**QUESTION 1: COMMUNISM IN RUSSIA - STALIN**

**KEY QUESTION: WHAT WERE STALIN'S ECONOMIC POLICIES AND HOW DID HE ACHIEVE THEM?**

Study Sources 1A, 1B and 1C and answer the following questions.

**1.1 Use Source 1A.**

1.1.1 Use the source and your own knowledge to explain the following:

- (a) Collectivisation
- (b) Kulaks (2x2)(4)

1.1.2 What weaknesses of the USSR does Stalin identify in Source 1A? (2x1)(2)

1.1.3 Which class of people, according to Stalin, should be abolished in the USSR? (1x2)(2)

1.1.4 Use the source and your knowledge to explain how Stalin was able to transform the Russian economy from capitalism to socialism? (2x2)(4)

1.1.5 According to the source and your own knowledge, what was Stalin's motivation for this rapid industrialisation? (1x2)(2)

**1.2 Refer to Source 1B.**

1.2.1 What is the attitude of the writer in Viewpoint 1 towards Stalin's policy of collectivisation? Support your answer with evidence from the source. (2x2)(4)

1.2.2 What is the attitude of the writer in Viewpoint 2 towards Stalin's policy of collectivisation? Support your answer with evidence from the source. (2x2)(4)

1.2.3 Why, do you think, are the two points of view so different? (2x2)(4)

1.2.4 According to both Viewpoints 1 and 2, how did Stalin deal with peasants who resisted his policy of collectivisation? (2x1)(2)

1.2.5 How would Viewpoint 2 be useful to a historian studying Stalin's policies of the 1930s? (2x2)(4)

**1.3 Use Source 1C.**

1.3.1 What comments does the cartoonist make about Socialism in One Country? (2x2)(4)

1.3.2 Using the source and your own knowledge, explain why the rich man was portrayed as 'angry at being proven wrong'. (1x2)(2)

- 1.3.3 How does Source 1C complement (support) Source 1A in explaining Stalin's 'Socialism in One Country' policy? (2x2)(4)
- 1.4 Using all the sources and your own knowledge, write a paragraph of about 10 lines (about 100 words) discussing the methods and conduct by which Stalin was able to achieve Socialism in One Country. (8)

[50]

#### SOURCE 1A

**Socialism in One Country is the name given to the process developed by Stalin to bring about a Socialist state in Russia which would withstand the capitalist world. It incorporates the policies of collectivisation of agriculture and rapid industrialisation.**

##### **Stalin gave these motives for Socialism in One Country**

"We must transform the U.S.S.R. from a weak, agrarian (farming) country dependent upon the caprices (whims) of world capitalism...drive out without mercy the capitalist elements, widen the front of the socialist forms of economy, create the economic basis for the abolition of classes in the U.S.S.R. and for the construction of a socialist society...create in our country an industry which would be capable of re-equipping and organising not only the whole of our industry but also of our transport and our agriculture on a socialist basis...".

He went further to say:

"We are fifty to a hundred years behind the advanced capitalist countries. We must make good this lag in ten years. Either we do it or they crush us."

**Source: *Shuters History, Grade 11, p.136***

**SOURCE 1B**

Stalin's reaction to resistance to his plans was ruthless. Here are two differing points of view on collectivisation:

**Viewpoint 1:** Stalin's reaction to resistance to his plans was ruthless. Here are two differing points of view on collectivisation:

**Viewpoint 1:**

Stalin countered the countryside's resistance in characteristic fashion. First, he took measures which even for him were unusually draconian (harsh). Millions of peasants were transplanted to distant regions. Whole villages in the Ukraine, the North Caucasus, and other areas were depopulated. This ruthlessness clarified the alternative: enter the collective farms or go to Siberia.

*(Louis Fischer: The Life and Death of Stalin; 1952. Fischer was an American journalist living in Russia. He was known to be a Stalin supporter.)*

**Viewpoint 2:**

In the Soviet Union the parasitical (living off others/bloodsucking) classes of capitalists, landlords, and kulaks are completely liquidated, and thus forever ended the exploitation of man by man. The whole national economy has become socialistic, and [we] are preparing the condition for a transition from socialism to communism.

*(Pravda, 4 April 1936)*

Source: *History, Grade 11, Hugo, P, p.94*

SOURCE 1C

A poster from 1928 showing a gloating rich man who calls the 5 year plans 'a fantastic (far-fetched and unlikely) dream'. In 1933 he is angry at being proved wrong.

Frame 1:

1928

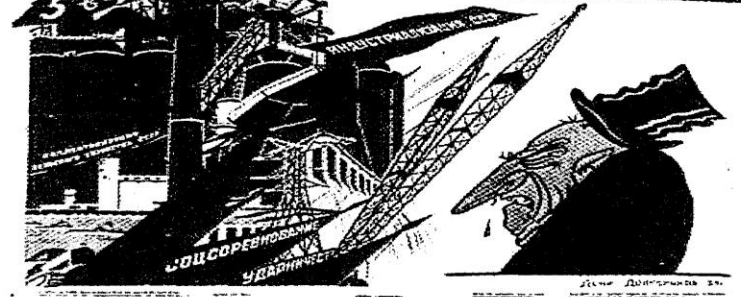


F

1

Frame 2:

1933



1

Source: *Stalin's Russia, 1924 – 39*, Tamara Pimlott p.23

## 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 the 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 hobos (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](http://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

## 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*]

**SECTION B: ESSAY QUESTIONS**

**QUESTION 3: COMMUNISM IN RUSSIA - STALIN**

Stalin's Five-Year Plans are considered as a giant economic success for the USSR; however, it was sadly a social disaster for its people.

Discuss to what extent you agree with the above statement by analyzing Stalin's Five-Year Plans between 1928 and 1941.

[50]

**QUESTION 4: CAPITALISM IN THE USA- CAUSES OF THE GREAT DEPRESSION**

The collapse of the U.S Stock Exchange was the most significant contributor to the start of the Great Depression.

Discuss to what extent you agree with the statement above, by focusing on the causes of the Great Depression.

**QUESTION 5: CAPITALISM IN THE USA - NEW DEAL**

With Hoover having done 'too little, too late', Roosevelt's New Deal was, by contrast, successful in providing Relief, Recovery and Reform.

Discuss the validity of the above statement by looking at the lengths taken to relieve the poor, stabilise the economy, and to ensure such a disaster never occurred again.

[50]

**TOTAL: 150**

**QUESTION 2: CAPITALISM IN THE USA – GREAT DEPRESSION CAUSES AND EFFECTS**

**KEY QUESTION: WHAT IMPACT DID THE GREAT DEPRESSION HAVE ON THE LIVES OF ORDINARY AMERICANS AND HOW DID THE NEW DEAL RECTIFY THE PROBLEMS?**

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? (1x1)(1)
- 2.1.2 Why, according to the source, did the stock market in the USA crash? (1x2)(2)
- 2.1.3 Using the source and your own knowledge, explain why there were panic sales in October 1929. (2x2)(4)
- 2.1.4 Using the information from the source, explain how farmers were affected by the stock market crash of October 1929. (2x1)(2)
- 2.1.5 Using the source and your knowledge, define the concept; *Great Depression*. (1x2)(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. (4x1)(4)
- 2.2.2 Why, according to the source, were fathers emotionally affected by the Great Depression? (2x1)(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? (2x2)(4)

**2.3 Consult 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? (2x2)(4)
- 2.3.2 Discuss the limitations of Source 2C as historical evidence. (2x2)(4)

**2.4 Analyse 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? (2x3)(6)
- 2.4.2 Why, in your opinion, were certain sectors of the American population excluded from benefitting from the New Deal programmes? (2x2)(4)
- 2.5 With reference to the relevant sources and your own knowledge, write a paragraph of about TEN lines (about 100 words) in which you discuss whether the New Deal did achieve the goals of relief, recovery and reform. (9)

**[50]**