

HISTORY
GRADE 11
MID-YEAR EXAMINATION



GRADE: 11
EXAMINER: S. Cope
MODERATOR: E. Moore

DATE: JUNE 2021
TIME: 3 hour
TOTAL: 150

INSTRUCTIONS AND INFORMATION TO CANDIDATES

1. This question paper consists of SIX (6) questions based on the prescribed content framework of the CAPS document.
2. Three source-based questions under SECTION A and three essay questions under SECTION B.

3. 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

4. Source material that is required to answer source-based questions will be found in the accompanying ADDENDUM OF SOURCES.
5. . Each question counts 50 marks.
6. At least **ONE (1) must be a source-based question and at least ONE (1) must be an essay question.** The **THIRD** question can either be a source-based question or an essay question.
7. A mere rewriting of sources as answers will disadvantage candidates.
8. Number the answers correctly according to the numbering system used in this question paper.
9. Write neatly and legibly.

QUESTION 1: HOW DID LENIN’S NEW ECONOMIC POLICY SAVE RUSSIA FROM TOTAL COLLAPSE 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 Which policy did Lenin introduce in 1918 during the Civil War in Russia? (1x1) (1)
- 1.1.2 Explain the following concepts in your own words:
- (a) War Communism
 - (b) Civil War (2x2) (4)
- 1.1.3 Why, according to the information in the source, did the Bolsheviks adopt the policy of War Communism? (1x2) (2)
- 1.1.4 Quote TWO reasons from the source that contributed to the failure of War Communism. (2x1) (2)
- 1.1.5 Explain what you think the author suggests by referring to the soldiers at Kronstadt as the “reddest of the red”. (2x2) (4)

1.2 Study Source 1B.

- 1.2.1 Why, according to the source, did Lenin introduce the NEP in Soviet Russia? (1x2) (2)
- 1.2.2 In what way did War Communism differ from Lenin’s New Economic Policy? (2x2) (4)
- 1.2.3 List THREE economic sectors that were privatised at the 10th Party Congress in March 1921. (3x1) (3)
- 1.2.4 What role did the NEPMEN play during the implementation of NEP? (2x2) (4)

1.3 Consult Source 1C.

- 1.3.1 Comment on why the production of grain:
- (a) Declined to 56.6 million tons in 1921.
 - (b) Improved to 80 million in 1923. (2x2) (4)
- 1.3.2 In which year was the production of cattle at its highest? (1x1) (1)
- 1.4 Compare Source 1C and Source 1B. Explain how the evidence in Source 1C supports the information in Source 1B regarding how Lenin’s NEP improved the Russian economy. (2x2) (4)

1.5 Study Source 1D.

- 1.5.1 What, according to the source, did the critics of Lenin label the NEP? (1x1) (1)
- 1.5.2 Why do you think Lenin’s NEP was criticised by the supporters of Communism? (1x2) (2)
- 1.5.3 Comment on why a historian will find the information in this Source useful when studying Lenin’s New Economic Policy. (2x2) (4)

1.6. Using the relevant sources and your own knowledge write a paragraph of about Eight lines (80 words) on how Lenin’s New Economic Policy saved the Russian economy from total collapse in the 1920s.

(8)

[50]

QUESTION 1: HOW DID LENIN'S NEW ECONOMIC POLICY SAVE RUSSIA

FROM TOTAL COLLAPSE IN THE 1920s?

SOURCE 1A

The source below describes the implementation and impact of Lenin's Policy of War Communism on the Russian economy.

War Communism or military communism was the economic and political system that existed in Soviet Russia during the Russian Civil War from 1918 to 1921. The ruling Bolsheviks administration adopted this policy with the goal of keeping towns and the Red Army stocked with food and weapons. War Communism began in 1918, enforced by the Supreme Economic Council, known as Vesenkha. War Communism included the following policies; nationalization of industries, State control of Foreign trade, obligatory labour duty, requisition of agricultural supply, rationing of food and private enterprise banned.

The Bolsheviks government implemented these measures in a time of civil war they were far less coherent and coordinated in practice. Large areas remained outside Bolsheviks control, and poor communications meant that even those regions loyal to the Bolsheviks government had to act on their own, lacking orders from Moscow.

The goals of the Bolsheviks in implementing War Communism are a matter of controversy. Lenin said that "the confiscation of surplus from the peasants was a matter in which we were saddled by the imperative conditions of the war", Sheldon Richman have argued that War Communism was actually an attempt to immediately eliminate private property.

War Communism led to hardships, peasants refused to co-operate in producing food. Workers migrated to the countryside where the chances of feeding themselves were higher decreasing the possibility of exchanging goods for food. A series of workers strikes broke, a turning point came with the Kronstadt rebellion in 1921. The rebellion startled Lenin, because the Bolsheviks regarded the Kronstadt sailors the "reddest of the red. A government claiming to represent the people now found itself on the verge of being overthrown by that same working class.

[From google. Accessed on 20 September 2019.]

SOURCE 1B

The source below outlines the reasons for the introduction of Lenin's New Economic Policy in 1921.

The economic policy of the government of the Soviet Union from 1921 to 1928 represented a temporary retreat from its previous policy of extreme centralization and doctrinaire socialism. The policy of War Communism, in effect since 1918 had by 1921 brought the national economy to the point of total breakdown. The Kronstadt Rebellion of March 1921 convinced the Communist Party and its leader Vladimir Lenin of the need to retreat from socialist policies in order to maintain the party's hold to power.

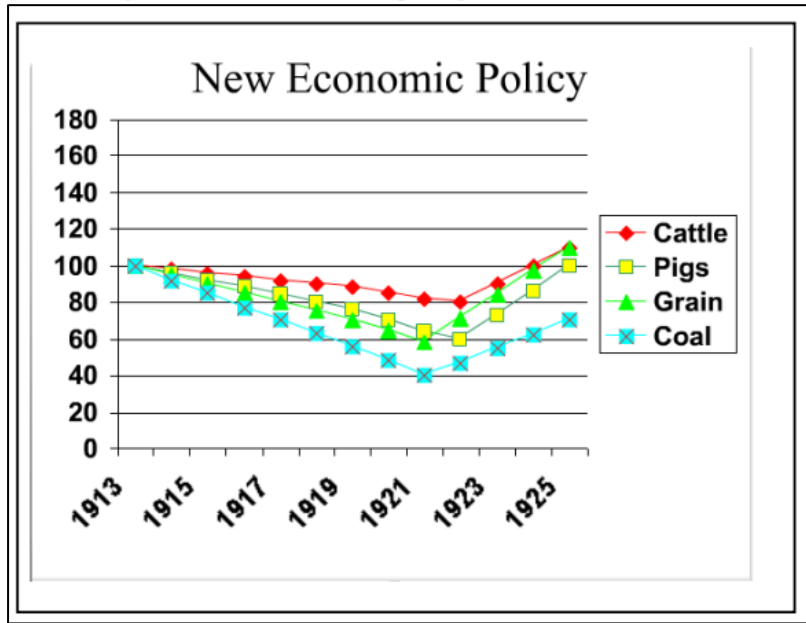
Accordingly, the 10th Party Congress in March 1921 introduced the measures of the New Economic Policy. These measures included the return of most agriculture, retail, trade and small-scale light industry to private ownership and management while the state retained control of heavy industry, transport, banking and foreign trade. Money was introduced into the economy in 1922. The peasantry were allowed to own and cultivate the land while paying taxes to the state. The NEP reintroduced a measure of stability to the economy and allowed the Soviet people to recover from years of war, and governmental mismanagement. The small businessmen and managers who flourished in this period became known as NEPMEN.

But the NEP was viewed by the Soviet government as merely a temporary expedient to allow the economy to recover while the Communist solidified their hold on power. By 1925 Nikolay Bhukarin had become the foremost supporter of the NEP, While Leon Trotsky was opposed to it and Joseph Stalin was non-committal. The NEP was dogged by the government's chronic inability to procure enough grain supplies from peasantry to feed its urban workforce.

[From Encyclopedia Britannica Article History. Accessed on the 3 September 2019.]

SOURCE 1C

This graph by Walter Durranty, a journalist in Russia during the NEP, highlights agriculture and industry improvements brought by the NEP in Russia between 1921 to 1928.



SOURCE 1D

This extract by Nikolai Bhukarin a Soviet Political leader reflects on the criticism of

Lenin's New Economic Policy.

To many, Lenin's "retreat" towards capitalism seemed a betrayal of the revolution-workers labelled the NEP the "New Exploitation of the Proletariat". The egalitarian spirit of the revolution remained strong, and many resented the inequalities that developed under the NEP. Party members despised the luxurious lifestyle of the Nepmen and bourgeois specialists. The Bolsheviks hated merchants, whom they considered "speculators", not producers, even more than they hated industrialists.

This anti capitalists mentality was consistent with Marxist doctrine: Marx taught that a person's outlook depended on his relation to the means of production; thus, if people engaged in capitalist pursuits, they will become capitalists in outlook. Party officials also feared the corrupting influence capitalism might have on the communists themselves. Poor working conditions intensified worker resentment of the Nepmen's success. Although real wages increased, unemployment remained high as the overpopulated countryside sent workers to cities. Rents were low, but housing was crowded and in disrepair.

Workers control of factories gave way to stricter management discipline. Furthermore, industrial workers were now supervised by three layers of management: union representatives, factory managers, and party secretaries, who pressured workers to increase productivity. Factory managers hire workers on a temporary basis, enabling them to fire at will. And turnover and absenteeism were high.

[From <https://www.independent.org>. Accessed on the 20 September 2019.]

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”?
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)

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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, 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, 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, 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 THE IDEAS OF RACE AND EUGENICS INFLUENCE THE CREATION OF THE “STOLEN GENERATION” IN AUSTRALIA?

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

3.1 Refer to Source 3A.

- 3.1.1 According to the source, what were the causes of the reduction of Aboriginal Australian population? (2 x 1) (2)
- 3.1.2 Quote evidence from the source which suggest that the European settlers’ were racist and did not regard the Aboriginal Australians as their equals (3 x 1) (3)
- 3.1.3 Using the information in the source and your own knowledge, explain why the European settlers believed the Aboriginal Australians would die out and inevitably become extinct. (2 x 2) (4)
- 3.1.4 Comment on why the European settlers’ treatment of the Aboriginal Australians is considered to be influenced by racial theories of Social Darwinism and Eugenics (2 x 2) (4)

3.2 Study Source 3B.

- 3.2.1 Using the information in the source and your own knowledge explain what was the “Stolen Generation” of Australia (1 x 2) (2)
- 3.2.2 Identify THREE institutions, which were used to assimilate Aboriginal children into the white, culture (3 x 1) (3)
- 3.2.3 Explain how the Australian government tried to assimilate Aboriginal Australian children into the white culture (2 x 2) (4)
- 3.2.4 Comment on why it was very difficult for the abducted Aboriginal Australian children to go back to their own families (2 x 2) (4)
- 3.2.5 Explain, to what extent you would agree with the statement “the Stolen generation are the lasting evidence of attempted wholesale genocide at the hands of the settler state” (1 x 2) (2)

3.3 Use Source 3C.

- 3.3.1 What messages are conveyed in this cartoon regarding “Stolen Generation” of Australia (2 x 2) (4)
- 3.3.2 Explain the attitude of the white couple, to the Aboriginal Australian child as depicted in the cartoon (1 x 2) (2)

3.4 Consult Source 3D.

- 3.4.1 Explain the usefulness of this source to a historian researching the “Stolen Generation” of Australia (2 x 2) (4)
- 3.5 Refer to Sources 3B and 3D. Explain how the photo in Source 3D support the information in Source 3B about the “Stolen Generation” of Australia (2 x 2) (4)

3.6 Using the relevant sources and your own knowledge, write a paragraph of about EIGHT (8) lines (approximately 80 words) explaining how did the ideas of race and Eugenics influenced the creation of the “Stolen Generation” in Australia (8)

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QUESTION 3: HOW DID THE IDEAS OF RACE AND EUGENICS INFLUENCE THE CREATION OF THE "STOLEN GENERATION" IN AUSTRALIA?

SOURCE 3A

This extract highlights the origins of the racial ideas and racial discrimination in Australia

The British began their colonisation of Australia in 1788. Massacres accompanied the expansion of their colony...Between 1788 and 1900 the indigenous population of Australia had been reduced by 90%. The disappearance of the Aboriginal Australians in southern Australia was so rapid that it was believed, they would die out.

Apart from loss of access to land and death by violent force of arms, infectious diseases like chickenpox, smallpox, influenza and measles killed many. Indigenous Australians had a deep spiritual and cultural connection to the land, so being forced off the land cause disintegration of social cohesion.

In the first part of the 20th century, the racial theories of Social Darwinism were popular in Australia and were used to justify European settlers' treatment of the indigenous Australians as "subhuman", "primitive" and inferior race. The Aborigines Protection Act of 1909 established camps to provide a place for "the doomed race to die off" as the Aborigines would "inevitably become extinct"

Settler policy allowed many Aborigines to be treated like experimental animals. In the 1920 and 1930's thousands of indigenous people in communities all over Australia were subjected to "scientific investigation into brain capacity and cranium size

[From <http://encyclopediaofarkansas.net.com>. Accessed on 15 April 2016]

SOURCE 3B

This extract describes the forcibly removal of "half caste" Aboriginal Australian children from their families, who became known as the "Stolen Generation"

From the beginning of the 20th century until the 1970s, police and welfare agencies raided Indigenous communities throughout the country, on instructions from government-appointed Chief Protectors to take away "half" and "quarter caste" children. Assimilation was the official policy by which the Australian State intended to destroy all trace of the continent's first nations. Between 1910 and 1970, about 100,000 Indigenous children were removed to missions, orphanages and children's homes. Most were under five years old.

Between ten and thirty percent of all Indigenous children were removed. They were forbidden to speak their languages or practice their ceremonies. Told that they were orphans and their families unable to trace them, they became separated from their people and cultures forever. Michael Anderson, whose grandmother was taken away in 1914, explains: "In 1937, state and federal governments convened a conference in Canberra to decide on a policy of what to do with 'the Aborigines' — the resulting policy objective was for the complete annihilation (total destruction) of a race of peoples. The principal method to achieve this was to remove Indigenous children from their parents and from the influence of customs, traditions and the Law/Lore. The primary objectives were to de-Indigenise these children and to expunge (erase/wipe out) their colour, because Australia was working towards an Aryan ('pure white') race.

Most of the children grew up in church or state institutions, many physically and sexually abused. With little or no education, they were trained for their role as unpaid or underpaid labour, mainly for pastoralist and mining companies. The Stolen Generations are lasting evidence of attempted wholesale genocide at the hands of the Settler State, whose origins go back to 1788

From: <https://www.socialism.com> Accessed on 10 May 2017

Source 3C

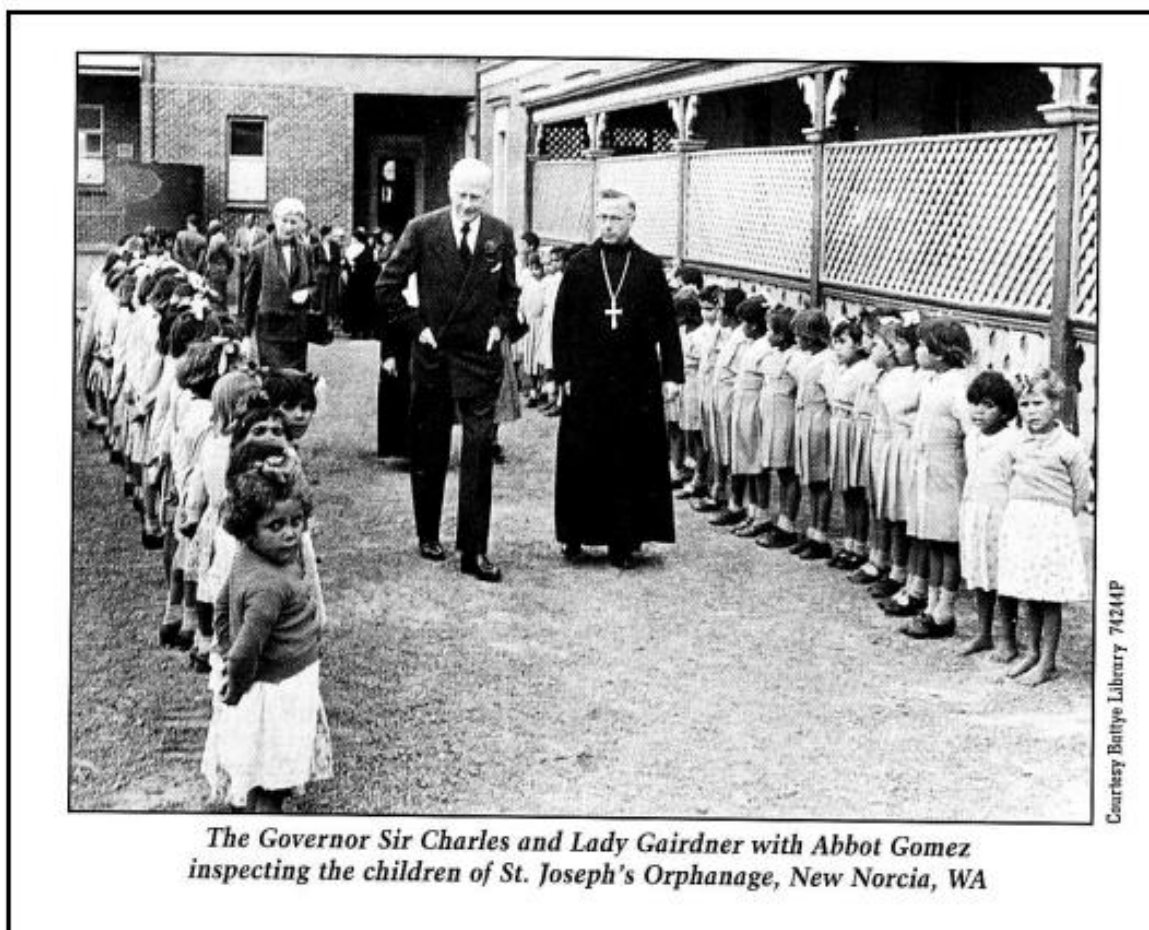
The cartoon below depicts how the Aboriginal Australian children were abducted from their homes.



[From: <https://en203kn.wordpress.com> Accessed on 8 May 2017]

Source 3D

The photo below depicts the leader of Australian government, Governor Sir Charles and the church leader, Abbot Gomez, inspecting the children of the St Joseph's orphanage



The Governor Sir Charles and Lady Gairdner with Abbot Gomez inspecting the children of St. Joseph's Orphanage, New Norcia, WA

ESSAY TOPICS:

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

“Through countless material and human sacrifices, within ten years, Stalin was able to transform a peasant society into a superpower”.

Do you agree with this statement? Critically discuss how Stalin, through his 5 year plans changed the economy of the Soviet Union. **[50]**

OR

QUESTION 5: CAPITALISM AND THE USA 1900 TO 1940

Describe the causes and consequences of the Great Depression in the United States of America in the 1920s and 1930s. **[50]**

OR

QUESTION 6: IDEAS OF RACE IN THE 19TH AND 20TH CENTURIES: CASE STUDY NAZI GERMANY AND THE HOLOCAUST

Discuss how the Nazi state used the idea of “pure Aryan race” to violate the human rights of the Jews in Nazi Germany, from 1933 to 1945. **[50]**

TOTAL: 150