

Grade 11 Exam

Hillcrest High School

June 2023

Three hours

150 Marks

Examiner- Mr Moore

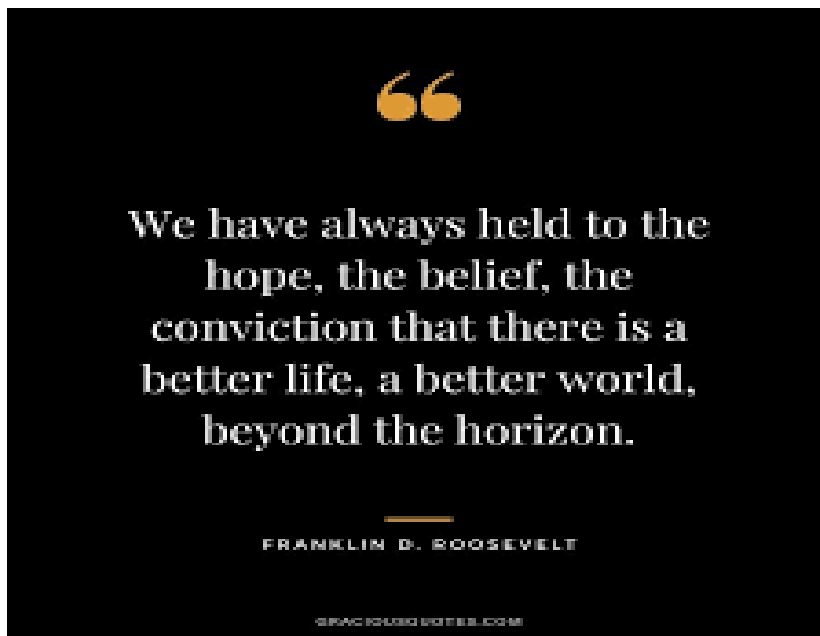
Moderator- Ms Cope

\* There are five questions.

\* You need to answer three questions.

\*One must be an essay; one must be a source-based and the third is your choice.

\*Pay attention to time allocation.



**Question 1: WHAT IMPACT DID THE GREAT DEPRESSION HAVE ON THE LIVES OF ORDINARY AMERICANS?**

Study Source 1A.

- 1.1.1 When, according to the source, did the American stock market collapse? (1×1) (1)
- 1.1.2 Why, according to the source, did the stock market in the USA crash? (1×2) (2)
- 1.1.3 Using the source and your own knowledge, explain why there were panic sales in October 1929. (2×2) (4)
- 1.1.4 Using the information from the source, explain how farmers were affected by the stock market crash of October 1929. (2×1) (2)
- 1.1.5 Using the source and your knowledge, define the concept- Great Depression. (1×2) (2)

Refer to Source 1B.

- 1.2.1 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)
- 1.2.2 Why, according to the source, were fathers emotionally affected by the Great Depression? (2×1) (2)
- 1.2.3 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)

Consult Source 1C.

- 1.3.1 Using the source as a reference, explain why Americans were dependent on bread queues. 2 (2×2) (4)
- 1.3.2 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)
- 1.3.3 Comment on the inherent contradiction that is portrayed in the source. (2×2) (4)
- 1.3.4 Would you consider Source 1C reliable in understanding the sudden impact of the Great Depression? (2×2) (4)

Use Source 2D.

- 1.4.1 Using the source and your own knowledge, mention the political party to which President Hoover belonged. (1×1) (1)
- 1.4.2 Why, in your opinion, did the American voters vote against Hoover in the 1933 election? 2 (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 discuss the devastating impact of the Great Depression on the ordinary people of America. (8)

[50]

## SOURCES

SOURCE 1A- 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.

SOURCE 1B- 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

SOURCE 1C-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 1D- 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.

## Question 2: HOW DID THE FIVE-YEAR PLANS TRANSFORM RUSSIA INTO A POWERFUL STATE?

Study Source 2A.

2.1.1 What according to the source were the reasons for Stalin collectivizing agriculture? (2x1) (2)

2.1.2 Use the source and your own knowledge to explain the following concepts:

(a) Collectivisation (1x2) (2)

(b) Mechanisation (1x2) (2)

2.1.3 Were the Russian peasants in favour of this collectivisation process? Quote TWO pieces of evidence from the source to support your answer. (2x1) (2)

2.2 Refer to Source 2B.

2.2.1 How would a teacher use this photo to explain the aims of the Five Year plans? (1x2) (2)

2.2.2 What is meant by the term "Kulak"? (1x2) (2)

2.2.3 Use your own knowledge to explain how the Kulaks reacted towards this policy of collectivisation. (2x1) (2)

2.2.4 Use your own knowledge to describe the impact of the Kulaks' action on the Russian economy. (2x2) (4)

2.2.5 What was Stalin's reaction towards the Kulaks? (2x1) (2)

2.2.6 Discuss to what extent is this source useful to a historian studying the collectivisation of the Russian agriculture during the First Five Year Plan. Provide a reason for your answer. (1x2) (2)

2.3 Consult Source 2C.

2.3.1 According to the source, how did collectivisation contribute to the industrial development of Russia during the Five-Year Plans? (2x1) (2)

2.3.2 What does the word “terrified” tell you about Stalin’s attitude towards the peasants? (1x2) (2)

2.3.3 How does Source 2A support Source 2C with regards to aims of Stalin’s Five-Year Plans?(1x2) (2)

2.3.4 Explain the limitations of this source for students studying history. (2x2) (4)

2.4 Refer to Source 2D.

2.4.1 How would you account for the low economic figures in 1927? (1x2) (2)

2.4.2 Why was the pace of economic development between 1927 to 1933 so slow compared to the period 1933 to 1937? (1x2) (2)

2.4.3 Use the source and your own knowledge to explain why the Third Five Year Plan was never implemented. (1x2) (2)

2.5 Use all the sources and your own knowledge to write a paragraph of about SIX lines (60 words) explaining how the implementation of the Five-Year Plans violated the human rights of the Russian population. (6)

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SOURCE 2A- This source tries to explain why Stalin introduced collectivisation of the farms.

Collectivisation was part of the First Five Year Plan. It was an attempt to get rid of the ownership of land by ordinary people and an attempt to solve the food problem in the Soviet Union. Food rationing had been introduced in 1928 because peasants had begun to hoard (hide) food. Peasants were forced to hand over their farms and work together on giant state-run collectives.

SOURCE 2B- The photograph below shows workers on a collective farm in the 1930'S.



SOURCE 2C- This source explains the link between agriculture and industrial development.

By the late 1930s, Stalin could draw up a balance sheet that, from his standpoint, was favourable. From collectivisation, he acquired a reservoir of terrified peasants who would supply him with cheap industrial labour. To some extent, too, he was able to export raw materials in order to pay for imports of industrial machinery. Above all, he put an end to the recurrent crises faced by the state in relation to urban food supplies as the state's grain collections rose from 10,8 million tons in 1928–9 to 22,8 million tons in 1931–2. After collectivisation, it was the countryside, not the towns, which went hungry if the harvest was bad.

SOURCE 2D- The source shows the industrial development of Russia under the Five-Year Plans.

Year	1927	1933	1937
Electricity (000 million kw)	5	13	36
Coal (million tons)	35	64	128
Oil (million tons)	12	21	47
Steel (million tons)	4	6	18

**Question 3: IDEAS OF RACE IN THE LATE 19th AND 20th CENTURIES HOW WERE JEWS PERSECUTED IN GERMANY?**

3.1 Study Source 3A.

3.1.1 When, according to the source, did the discrimination of Jews begin in Germany? (1x1) (1)

3.1.2 Use your own knowledge to define the concept Anti-Semitism. (1x2) (2)

3.1.3 List THREE reasons that the Nazi Party used to justify their discrimination against the Jews. (3x1) (3)

3.1.4 Comment on Bernhard Losener's statement, 'Identifying a Jew was total chaos.' (1x2) (2)

3.1.5 Use the information in the source and your own knowledge to explain the consequences of the discrimination on the Jewish community. (2x2) (4)

3.1.6 Explain why Hitler's treatment of the Jews cannot be justified. (1x2) (2)

3.2 Consult Source 3B.

3.2.1 How, according to the source, were Jews identified in Nazioccupied Europe? (1x2) (2)

3.2.2 List TWO reasons why Jews had to wear the Star of David. (2x1) (2)

3.2.3 Why do you think it became necessary for Hitler to send the Jews to concentration camps?  
( (2x2) (4)

3.2.4 Use the information in the source and your own knowledge to explain Hitler's Final Solution for the Jews. (2x2) (4)

3.3 Analyse Source 3C.

3.3.1 What do you think was the intention of the photographer in publishing this picture? (2x2) (4)

3.3.2 Compare Sources 3B and 3C. How does the information in Source 3B support the evidence in Source 3C regarding the treatment of Jews? (1x2) (2)

3.4 Refer to Source 3D.

3.4.1 What method, according to the source, was used to murder Jews on a mass scale at Chelmno Extermination Camp? (1x1) (1)

3.4.2 Comment on why you think the Germans lied to the Jews about the intention of them having to shower. (2x2) (4)

3.4.3 List the THREE steps that was used by the Germans to carry out the killing of the Jews at the Chelmno Extermination Camp. (3x1) (3)

3.4.4 Why do you think the Germans decided to destroy the Chelmno Extermination Camp in September 1944? (2x2) (4)

3.5 Using the information from the relevant sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining how Jews were persecuted in Germany. (6)

SOURCE 3A- This source explains the reasons for Hitler's racial policy towards the Jews.

Discrimination against Jews began immediately after the national seizure of power in 1933. The Nazi Party used populist anti-Semitic views to gain votes. Using the stab in the back legend they blamed poverty, the hyperinflation in the Weimer Republic, unemployment and the loss of World War 1 all on the Jews and Bolsheviks.

German woes (miseries) were attributed to the effects of the Treaty of Versailles in 1933 and the persecution of Jews became active Nazi policy. This was at first hindered (delayed) by the lack of agreement on who qualified as a Jew as opposed to an Aryan. Bernhard Losener described it as 'total chaos', with local authorities regarding anything from full Jewish background to Jewish blood as defining a Jew.

Those of mixed descent were especially problematic in their eyes. The first anti-Semitic law was promulgated (circulated) with no clear definition of a Jew. Finally, the criterion was set at three or four Jewish grandparents, two or one rendered a person a Muscling.

On 1 April 1933, the Nazi boycott of Jewish businesses was observed throughout Germany. Only six days later, the Law for Restoration of the Professional Civil Service was passed, banning Jews from government jobs. These laws meant that Jews were now indirectly dissuaded or banned from privileged and superior positions reserved for 'Aryan Germans'. From then on, Jews were forced to work in more menial (unskilled) positions, becoming second-class citizens to the point that they were illegally residing (living) in Germany.

SOURCE 3B- This source explains the reasons why Hitler decided to identify Jews in Germany.

Jews throughout Nazi-occupied Europe were forced to wear a badge in the form of a yellow Star as a means of identification. This was not a new idea; since medieval (oldfashioned) times many other societies had forced their Jewish citizens to wear badges to identify themselves.

The badges were often printed on coarse yellow cloth and were a garish yellow colour. The star, which represented the Star of David, was outlined in thick, black lines and the word 'Jew' was printed in mock Hebraic type. In the Warsaw ghetto, Jews wore a white armband with a blue Star of David on the left arm. In some ghettos, even babies in prams had to wear the armband or stars. Jewish shops were also marked with a Yellow Star.

The star was intended to humiliate Jews and to mark them out for segregation and discrimination. The policy also made it easier to identify Jews for deportation to camps.

SOURCE 3C- This photo depicts Jewish children wearing clothes marked with the Star of David.



SOURCE 3D- This source explains how Jews were killed at the Chelmno Extermination Camp.

Chelmno was the first Nazi camp where gassing was used to murder Jews on a large scale. A total of 320 000 people were murdered at Chelmno. These included Jews from the Lodz ghetto and throughout the area, in addition to 5 000 Roma who had been previously sent to the ghetto.

The first group of victims arrived at Chelmno on 7 December 1941. The following day the first exterminations took place. On arrival at the 'Palace' camp, the Jews were told that they would be fairly treated and receive good food in return for working on the estate, in Austria or in the East.

They were then told that they needed to shower to become clean and that their clothes had to be disinfected. This was a lie. They were led to the undressing room, where they gave up their valuables and clothes. But, having been led up steps to the 'washrooms', they in fact found themselves in a gas van. The doors were closed and locked.

The driver then drove into the forest. After ten minutes the gas fumes had suffocated all those inside the van. The victims were buried in mass graves. The possessions of those brought to Chelmno were given or sold to Germans living in the region.

The Nazis destroyed Chelmno in September 1944. They ordered the digging up and cremation of all of the bodies from the mass graves.

**Question 4: THE NEW DEAL IN THE USA.**

Roosevelt's New Deal significantly improved the life of the average American; with his policies the forgotten man was once again taken account for.

Discuss to what extent you agree with the above statement. Use relevant evidence to support your line of argument.

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**Question 5: USSR- RUSSIA UNDER LENIN.**

Lenin was faced with no other option but to discard War Communism in 1921 and replace it with the NEP. This was in light of the failures that had emerged by the end of the Civil War.

Considering the above statement, discuss to what extent you agree by examining the political, social and economic landscape of Russia during War Communism and the NEP.

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**TOTAL: 150 MARKS.**