

# Hillcrest High School

## HISTORY P1

JUNE 2025

Grade 11

**MARKS:** 150

**EXAMINER:** Ms Cope

**TIME:** 3 Hours

**MODERATOR:** Mr Moore

## **INSTRUCTIONS AND INFORMATION TO CANDIDATES**

1. This question paper consists of SIX (5) 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**

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

**QUESTION 2: CAPITALISM IN THE USA- NEW DEAL**

**QUESTION 3: IDEAS OF RACE IN THE LATE 19th AND 20th CENTURIES - AUSTRALIA**

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

**QUESTION 4: COMMUNISM IN RUSSIA - LENIN**

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

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.

## SECTION A: SOURCE-BASED QUESTIONS

### QUESTION 1: HOW DID STALIN'S FIVE-YEAR PLANS TRANSFORM RUSSIA INTO AN INDUSTRIALISED STATE BY 1939?

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

#### 1.1 Study Source 1A.

- 1.1.1 Define the concept industrialisation in your own words. (1 x 2) (2)
- 1.1.2 What reason did Stalin, according to the source, argue for his justification of the rapid industrialisation of Russia? (1 x 2) (2)
- 1.1.3 Define the concept collectivisation in the context of Stalin's Five Year Plans. (1 x 2) (2)
- 1.1.4 Explain why the collectivisation of farming changed Stalin's mind about industrialisation. (2 x 2) (4)
- 1.1.5 Explain the usefulness of this source to a history student researching Stalin's reasons for the industrialisation of Russia during the First Five Year Plan. (1 x 2) (2)

#### 1.2 Read Source 1B.

- 1.2.1 What, according to the source, was the aim of the Second Five Year Plan in 1933? (1 x 2) (2)
- 1.2.2 List TWO failures of the First Five-Year plan as mentioned in the source. (2 x 1) (2)
- 1.2.3 Using the information in the source and your own knowledge explain how the Second Five-Year plan contributed towards Russia becoming an industrialised superpower. (2 x 2) (4)
- 1.2.4 Comment on the reasons why the Soviet government decided to improve their defence industry. (2 x 2) (4)

#### 1.3 Refer to Source 1C.

- 1.3.1 How many tons of steel was produced in 1940? (1 x 2) (2)
- 1.3.2 Explain the significance of the huge increase in tanks and warplane production between 1937 and 1940. (1 x 2) (2)
- 1.3.3 Comment on why electricity production increased from 35,4 to 128 million kilowatt between 1928 and 1937. (1 x 2) (2)
- 1.4 Compare Sources 1A and 1C. Explain how the information in Source 1A supports the evidence in Source 1C regarding the successes of the Five-year Plans. (1 x 2) (2)

#### 1.5 Consider Source 1D.

- 1.5.1 What event, according to the source led to the USSR becoming a superpower in 1945? (1 x 1) (1)
- 1.5.2 Quote evidence from the source that suggests that the Five-Year Plans were a success. (3 x 1) (3)
- 1.5.3 Explain why you think Stalin introduced compulsory education during the Five-Year Plans. (2 x 2) (4)
- 1.5.4 What is implied by the statement, 'Much of the new wealth of the country was never seen by ordinary citizens. Most of it went to the government to pay for more industrialisation, as well as for the military'? (2 x 2) (4)

**1.6 Using the information from the relevant sources and your own knowledge and write a paragraph of about SIX lines (about 60 words) explaining how Stalin's Five-Year Plans transformed Russia to an industrialised state by 1939. (6)**

**[50]**

**QUESTION 2: DID ROOSEVELT'S NEW DEAL ACHIEVE THE OBJECTIVES OF RELIEF, REFORM AND RECOVERY OF THE AMERICAN ECONOMY?**

**Study Sources 2A, 2B, 2C and 2D and answer the following questions.**

**2.1 Use Source 2A.**

2.1.1 Define the concept Great Depression in your own words. (1 x 2) (2)

2.1.2 What, according to the source, were the aims of the New Deal? (4 x 1) (4)

2.1.3 Explain why it was necessary for Roosevelt to reform the capitalist economic system in the USA. (2 x 2) (4)

2.1.4 Comment on the statement, '... the New Deal reshaped American political culture around the principle that the government is responsible for the welfare of its citizens'. (1 x 2) (2)

**2.2 Refer to Source 2B.**

2.2.1 What, according to the source, was the basis of Roosevelt's theory in rebuilding the American economy? (1 x 2) (2)

2.2.2 List TWO ways how Roosevelt intended to restore the market. (2 x 1) (2)

2.2.3 Explain why Roosevelt's instruction to farmers to produce less, was criticised by the American public. (1 x 2) (2)

2.2.4 Define the concept sharecropper in the context of the capitalist American economy. (1 x 2) (2)

2.2.5 Use the information in the source and your own knowledge to explain the impact of the National Recovery Administration on the American economy. (2 x 2) (4)

**2.3 Consult Source 2C.**

2.3.1 What, according to the source, was the goal of the Tennessee Valley Authority? (1 x 2) (2)

2.3.2 List TWO ways in which the Tennessee Valley Authority benefitted the citizens of Tennessee valley (2 x 1) (2)

2.3.3 Explain why you think capitalists were against the implementation of the Tennessee Valley Authority. (2 x 2) (4)

2.3.4 Explain the usefulness of this source to historians researching the impact of the Tennessee Valley Authority on America. (1 x 2) (2)

**2.4 Use Source 2D.**

2.4.1 Explain the intention of this poster regarding the people's opinion about the Social Security Act. (2 x 2) (4)

2.4.2 Use the information in the source and your own knowledge to explain how the Social Security Act was implemented. (2 x 2) (4)

2.5 Compare Sources 2A and 2D. Explain how the information in Source 2A supports the evidence in Source 2D regarding the aims of the New Deal. (1 x 2) (2)

**2.6 Using information from the relevant sources and your own knowledge and write a paragraph of about SIX lines (about 60 words) explaining whether Roosevelt’s New Deal achieved the objectives of relief, reform and recovery of the American economy. (6)**

**[50]**

**QUESTION 3: WHAT WAS THE IMPACT OF SOCIAL DARWINIST THEORIES ON THE ABORIGINES IN AUSTRALIA DURING THE 20TH CENTURY?**

**Read Source 3A, 3B, 3C and 3D to answer the following the questions.**

**3.1 Read Source 3A.**

- 3.1.1 Define the term ‘Aborigine’ using your own knowledge. (1 x 2) (2)
- 3.1.2 List THREE laws that restricted the rights of Aborigines during this period. (3 x 1) (3)
- 3.1.3 Explain why marriage between Aborigines and white people were restricted. (1 x 2) (2)
- 3.1.4 Comment on how white Australians’ ideas of what to be done to the Aborigines can be contributed to the theory of ‘Social Darwinism.’ (2 x 2) (4)

**3.2 Look at Source 3B.**

- 3.2.1 Why, according to the source, did the ‘White Australia Policy’ use non-racial language? (1 x 2) (2)
- 3.2.2 Quote evidence from the source which proves Edmund Barton believed in Social Darwinism. (1 x 2) (2)
- 3.2.3 According to the source, what was the reason for the ‘White Australia Policy’? (1 x 2) (2)
- 3.2.4 Comment on how the Immigration Act ‘embodies the spirit of the White Australia Policy’. (2 x 2) (4)
- 3.2.5. Using the source and your own knowledge, explain why you think Australia began implementing Social Darwinist policies during this time. (2 x 2) (4)

**3.3 Consult Source 3C.**

- 3.3.1 What does this source reveal about the way Aborigines were treated in Australia? (1 x 2) (2)
- 3.3.2 Why you think this article was published. (1 x 2) (2)
- 3.3.3. Using the information in the source and your own knowledge, explain the limitations of this source to a historian studying the impact of the Aborigines Act on Native Australians. (2 x 2) (4)

**3.4. Read Source 3D.**

- 3.4.1 What message does this source convey regarding the racist policies that Australia implemented from 1901 to 1958? (2 x 2) (4)
- 3.4.2 Using your own knowledge, explain what happened to Aboriginal children that were under the guardianship of the Chief Protector. (1 x 2) (2)
- 3.4.3. List THREE ways in which the civil rights of Aborigines were violated during this time. (3 x 1)(3)
- 3.5. Explain how the information in Source 2C supports the evidence in Source 3D regarding the effect of the Aborigines Act on indigenous Australian people. (2 x 2) (4)

**3.6 Use the information from relevant sources as well as your own knowledge to write a paragraph of about EIGHT lines (about 80 words) explaining the impact of Australia's racial policies on Aborigines. (8)**

**[50]**

## **SECTION B: ESSAY QUESTIONS**

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

Explain to what extent Lenin successfully established Communism in Russia between 1918 and 1924 by focusing on his political, social and economic policies. **[50]**

**AND/OR**

### **QUESTION 5: CAPITALISM IN THE USA, 1900–1940**

‘Uncontrolled capitalism and the lack of government oversight led directly to the Great Depression.’

Critically discuss this statement by referring to the main causes of the Great Depression. **[50]**

**TOTAL MARK- 150**

## SECTION A: SOURCE-BASED QUESTIONS

### QUESTION 1: HOW DID STALIN'S FIVE-YEAR PLANS TRANSFORM RUSSIA INTO AN INDUSTRIALISED STATE BY 1939?

This source explains the reasons why Stalin implemented the First Five-Year plan in Russia.

Leon Trotsky, Gregory Zinoviev, Lev Kamenev and other left-wing members of the Politburo had always been in favour of the rapid industrialisation of the Soviet Union. Stalin disagreed with this view. He accused them of going against the ideas of Lenin who had declared that it was vitally important to 'preserve the alliance between the workers and the peasants.' When left-wing members of the Politburo advocated (supported) the building of a hydro-electric power station on the Dnieper River, Stalin accused them of being 'super industrialisers' and said that it was equivalent to suggesting that a peasant buys a 'gramophone instead of a cow'. When Stalin accepted the need for collectivisation, he also had to change his mind about industrialisation. His advisers told him that with the modernisation of farming the Soviet Union would require 250 000 tractors. In 1927, they had only 7 000. As well as tractors, there was also a need to develop the oil fields to provide the necessary petrol to drive the machines. Power stations also had to be built to supply the farms with electricity. However, Stalin suddenly changed policy and made it clear he would use his control over the country to modernise the economy. The first Five Year Plan that was introduced in 1928, concentrated on the development of iron and steel, machine-tools, electric power and transport. Stalin set the workers high targets. He demanded a 111% increase in coal production, 200% increase in iron production and 335% increase in electric power. He justified these demands by claiming that if rapid industrialisation did not take place, the Soviet Union would not be able to defend itself against an invasion from capitalist countries in the west

[From <https://spartacus-educational.com/RUSfive.htm>. Accessed on 6 May 2025.]

### SOURCE 1B

This source explains how Stalin improved the agricultural, industrial and military sectors in Russia during the second Five-year plan.

The Second Five-Year Plan (1933–37) continued the primary emphasis on heavy industry. By 1932 Stalin realised that both the economy and society were seriously overstrained (overstretched). Although industry failed to meet its production targets and agriculture lost ground in comparison with 1928 yields (crops), Stalin declared that the First Five-Year Plan had successfully met its goals in four years. He then proceeded to set more realistic goals. Under the Second Five-Year Plan (1933–37), the state devoted attention to consumer goods, and the factories built during the first plan helped increase industrial output in general. By the late 1930s, however, collectivised farms were performing somewhat better. In 1935 a new law permitted individual peasants to have private plots, the produce of which they could sell on the open market. According to official statistics, during the Second Five-Year Plan gross agricultural production increased by just under 54 percent. In contrast, gross industrial production more than doubled. In the mid-1930's, in response to imminent military danger from fascist countries, the Central Committee of the Party and the Soviet Government were forced to revise the previously planned orientation and working pace of the defence industry, and to effect a transition from the compound system of building a regular Red Army. At the same time, the structure of the defence industry was improved. In January 1938, on the base of the People's Commissariat of the Defence Industry, branch People's Commissariats were created for aviation, the shipbuilding industry, ammunition, and arms. The defence enterprises were reinforced by technical cadre. In one year alone, 1938, five thousand young engineers were assigned to them.

[From <https://www.globalsecurity.org/military/world/russia/industry-stalin-2fyp.htm>. Accessed on 6 May 2025.]

## SOURCE 1C

The table below outlines the production figures during the Five-Year Plans.

|   | 1928 | 1937 | 1940  |
|---|------|------|-------|
| Cast iron<br><i>million tons</i>            | 3,3  | 14,5 | 14,9  |
| Steel<br><i>million tons</i>                | 4    | 17,7 | 18,3  |
| Coal<br><i>million tons</i>                 | 35,4 | 128  | 165,9 |
| Oil<br><i>million tons</i>                  | 11,7 | 28,5 | 31,1  |
| Electricity<br><i>million kilowatts</i>     | 5,1  | 36,2 | 48,3  |
| Motor vehicles<br><i>(000s=thousands)</i>   | 0,8  | 200  | 245,4 |
| Tanks (000s)<br><i>(000s=thousands)</i>     | 0,2  | 1,5  | 2,8   |
| Warplanes (000s)<br><i>(000s=thousands)</i> | 0,2  | 3,4  | 8,2   |

## SOURCE 1D

This source below outlines the impact of Stalin's Five-Year Plans on Russia.

By 1939 Russian industrial production levels were far higher than they had been in 1928. The USSR was able to play a major part in the defeat of Germany during the Second World War and emerged as a superpower, ranked second only to the USA. Centralised decision-making under the Five-Year Plans was not always the most efficient way to run an economy. However, particular successes were the improved supply of electricity and the greater number of machines built. Almost all heavy industries enjoyed substantial increases in production. There were many large-scale industrial and building developments, such as the Dnieper Dam, the Moscow Metro and the steelworks at Magnitogorsk, Gorky and Kuznetsk. Life for many ordinary Russians improved after 1917. They had city housing schemes, universal health care, pensions and sickness benefits. From 1934 onwards, it was compulsory for children to receive eleven years of education. Illiteracy declined from about 50% in 1924 to 19% in 1939. The USSR was also largely free from the unemployment suffered in other countries during the 1930s depression. Much of the new wealth of the country was never seen by ordinary citizens. Most of it went to the government to pay for more industrialisation, as well as for military and police costs and the bureaucracy that kept control of the economy. There was little in the way of luxury consumer goods and sometimes there were shortages in the necessities.

[From <https://www.nationalarchives.gov.uk/education/leaders-and-controversies/g4/cs3/>. Accessed on 7 May 2025.]

## QUESTION 2: DID ROOSEVELT'S NEW DEAL ACHIEVE THE OBJECTIVES OF RELIEF, REFORM AND RECOVERY OF THE AMERICAN ECONOMY?

### SOURCE 2A

This source below explains the aims and objectives of the New Deal programme in America in the 1930s.

The term New Deal derives from Franklin Roosevelt's 1932 speech accepting the Democratic Party's nomination for president. At the convention Roosevelt declared, "I pledge you, I pledge myself, to a new deal for the American people." Though Roosevelt did not have concrete policy proposals in mind at the time, the phrase 'New Deal' came to encompass his many programs designed to lift the United States out of the Great Depression. The New Deal created a broad range of federal government programs that sought to offer economic relief to the suffering, regulate private industry, and grow the economy. The New Deal is often summed up by the 'Three Rs': relief (for the unemployed), recovery (of the economy through federal spending and job creation), and reform (of capitalism, by means of regulatory legislation and the creation of new social welfare programs). Roosevelt's New Deal expanded the size and scope of the federal government considerably, and in doing so fundamentally reshaped American political culture around the principle that the government is responsible for the welfare of its citizens. As one historian has put it: "Before the 1930s, national political debate often revolved around the question of whether the federal government should intervene in the economy. After the New Deal, debate rested on how it should intervene."

[From <https://www.khanacademy.org/humanities/us-history/rise-to-world-power/great-depression/a/thenew-deal>. Accessed on 04/05/2025.]

### SOURCE 2B

The source below describes the various Acts that President Roosevelt implemented during his New Deal Policy.

Roosevelt's theory in rebuilding the economy rested on the notion (thought) of limited production. He wanted farmers, labourers and businessmen to begin producing less in the hope that supply and demand would restore (to put back in place) the market. Therefore, much of his legislation during the first 100 days focused on curbing production. The Agricultural Adjustment Act, for example, was aimed primarily at farmers. To curb production, the act paid farmers to farm less land. Roosevelt also focused on the industrial sector. The National Industrial Recovery Act was the centrepiece of Roosevelt's New Deal legislation. Once again, the act attempted to prevent the overproduction of goods. Roosevelt, under the National Industrial Recovery Act, created the National Recovery Administration (NRA), which encouraged an increase in labour wages and a decrease in hours worked during a week. The solution worked for a brief period time, but a dip in the economy and the unwillingness of employers to enact (to use) important National Recovery Administration codes hurt the program. The Agricultural Adjustment Act and the National Recovery Administration, born under the National Industrial Recovery Act, were expected to be two important programs to help the United States economy. Instead, both programs struggled. The Agricultural Adjustment Act failed to account (answer) for sharecroppers, who were individuals paid to work on a farmer's land. Since the act encouraged less farming, sharecroppers became unemployed.

[From <https://study.com/academy/lesson/franklin-d-roosevelt-and-the-first-new-deal-the-first-100-days.html>. Accessed on 04/05/2025.]

## SOURCE 2C

This source explains the Tennessee Valley Authority.

Roosevelt also created the Tennessee Valley Authority (TVA), whose goal was to modernise and reduce unemployment in the Tennessee River Valley, one of the poorest and hardest-hit regions in the country. The agency hired local workers to construct a series of dams and hydroelectric power plants, which brought cheap electricity to thousands of people. The public corporation also created affordable employee housing, manufactured cheap fertiliser, and drained thousands of acres for farming. Roosevelt also created the Tennessee Valley Authority (TVA), whose goal was to modernise and reduce unemployment in the Tennessee River Valley, one of the poorest and hardest-hit regions in the country. The agency hired local workers to construct a series of dams and hydroelectric power plants, which brought cheap electricity to thousands of people. The public corporation also created affordable employee housing, manufactured cheap fertiliser and drained thousands of acres for farming. The TVA, like the AAA, was highly controversial. Many conservatives claimed that the government production of electricity was a mild form of socialism and that it disrupted market prices too much. Competing electric companies also attacked the TVA for selling cheaper electricity and lowering their profits. Still, the TVA had such a profound impact on the economy and quality of life in the Tennessee River Valley Region that the federal government initiated similar projects throughout the West and South. Within a decade, many major American rivers were set up to produce hydroelectric power that provided both electricity and jobs.

[From <https://www.sparknotes.com/history/american/depression/section5/page/2>. Accessed on 04/05/2025.]

## SOURCE 2D

This poster depicts the Social Security Act of 1935.



[From [https://apps.irs.gov/app/understandingTaxes/student/whys\\_thm02\\_les04.jsp](https://apps.irs.gov/app/understandingTaxes/student/whys_thm02_les04.jsp). Accessed on 10 September 2021.]

### QUESTION 3: WHAT WAS THE IMPACT OF SOCIAL DARWINIST THEORIES ON THE ABORIGINES IN AUSTRALIA DURING THE 20TH CENTURY?

#### SOURCE 3A

This source explains how white Australians used Pseudo-Scientific theories to treat Aborigines differently.

...European' cruelty on Aborigines was justified by Pseudo-Scientific theories like Social Darwinism which were largely believed in the 19th century. These theories regarded the Aborigines as inferiors who were at the early stages of evolution, and who could not compete with Europeans as Europeans were at the advanced stages of development. Some of the laws which were fuelled by Social Darwinism that were passed by the Europeans upon the Aborigines meant that the Aborigines were prohibited from voting, owning dogs and carrying guns. Intermarriage between the Aborigines and white people required special permission from the government. Aborigines were moved to reserves by force. Among Europeans there were debates on what should be done by the then believed to be valid "Social Darwinism" regarding aborigines.

- ✓ a handful of Europeans wanted the Aborigines to integrate into European Society
- ✓ Some believed that the Aborigines should be kept in places of safety, outside the European society
- ✓ some felt that the Aborigines should be kept segregated from the settlers' society because they were inferior

Source: <https://www.sahistory.org.za/article/grade-11-what-were-consequences-when-pseudo-scientific-ideas-race-became-integral> (Accessed 05/05/2025)

#### SOURCE 3B

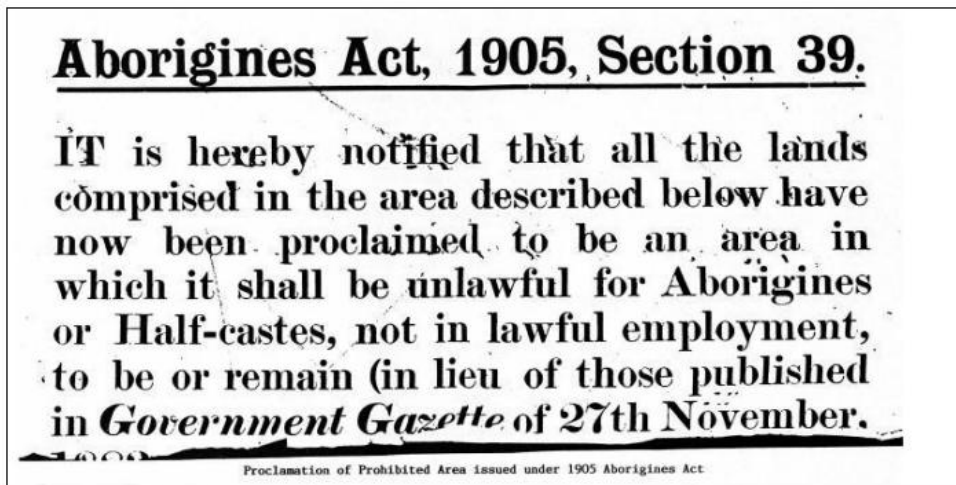
This source describes some of the Social Darwinist policies specifically designed to create a racial state in Australia.

Immediately following Federation in 1901, policies were designed to keep Australia white and British. Non-racial language was used to minimize international condemnation, but the xenophobic [fear of foreigners] concern was plainly evident. Australia's first prime minister, Edmund Barton, explicitly stated his belief in white superiority: There is no racial equality. There is that basic inequality. These races are, in comparison with white races – I think no-one wants convincing of this fact – unequal and inferior....The White Australia policy was not a single government directive but a series of acts with a common goal: to achieve and maintain a white, British national character. The Immigration Restriction Act, Pacific Island Labourers Act and the Post and Telegraph Act (all passed in 1901) formed the initial legislative [legal] foundation. The Immigration Restriction Act embodies the spirit of the White Australia policy, and its hypocrisy. It never mentioned the words "white" or "race", but the parliamentary debates – and its application – make clear it was a tool of racial exclusion. The act's most infamous feature was a dictation test. Migrants could be asked to write 50 words in any European language. Officers could manipulate the test to exclude any undesired person. Between 1901 and 1958 (when it was dumped), only around 2,000 people ever took the test. Despite the non-racial terminology, its purpose was understood. As a direct result, non-whites largely avoided coming to Australia, and overseas shipping companies did not issue tickets to people likely to fail the test.

Source: <https://www.sbs.com.au/nitv/nitv-news/article/2017/04/10/what-was-white-australia-policy-and-how-does-itstill-affect-us-now> [Accessed 05/05/2025]

### SOURCE 3C

Proclamation of Prohibited Area issued under the 1905 Aborigines Act



### SOURCE 3D

This source explains how the Aborigines Act was enforced in Australia. The purpose of the Aborigines Act the 'protection, control and segregation of Aboriginal people'.

Unlike the earlier legislation, the impact of the 1905 Act was far-reaching, establishing an administrative regime under the control of a Chief Protector that invaded every aspect of people's lives. The Act assumed that Aboriginal people were a 'dying race' in its objective of forced assimilation of future generations. The Act incorporated terms of 'caste' and 'blood' into the definition of 'Aboriginality' where 'persons deemed to be Aborigines include all Aboriginal inhabitants of Australia, and half-castes or their children'. The Chief Protector had wide-reaching power as legal guardian of all Aboriginal children (under 16 years) whom he decided were illegitimate[unlawful]. He could grant or deny permission for Aboriginal women to marry non-Aboriginal men and could manage the property of Aboriginal people without their consent. Freedom of movement was also restricted. Police had extensive powers of surveillance, which continued for some time. The segregation reinforced by the Act and the existing attitudes based on race, established an apartheid regime where Aboriginal people in Western Australia were discriminated against in all sorts of ways. Civil rights were denied by the Act.

Source: <https://bit.ly/3tyJmcG> Accessed: 05/05/2025











