



# **JOHANNESBURG WEST**

## **HISTORY PAPER 1**

**GRADE 11**

**2025 JUNE EXAMINATION**

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**DURATION: 2HOURS**

**MARKS :100**

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This question paper consists of 9 pages

## INSTRUCTIONS AND INFORMATION

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

### SECTION A: SOURCE-BASED QUESTIONS

QUESTION 1: COMMUNISM IN RUSSIA, 1900–1940

QUESTION 2: CAPITALISM IN THE USA, 1900–1940

### SECTION B: ESSAY QUESTIONS

QUESTION 3: COMMUNISM IN RUSSIA, 1900–1940

QUESTION 4: CAPITALISM IN THE USA, 1900–1940

2. Source material that is required to answer source-based questions will be found in the accompanying ADDENDUM of sources.
3. SECTION B consists of TWO essay questions. Each question counts 50 marks.
4. Answer TWO questions as follows:
  - 4.1 ONE source-based question and ONE essay question.
5. Candidates are advised to spend at least ONE hour on each question.
6. When candidates answer questions, they are required to demonstrate application of knowledge, skills and insight.
7. Merely rewriting of the sources as answers will be to the disadvantage of candidates.
8. Questions and subsections of questions must be numbered clearly and correctly, using the same numbering system as in the question paper.
9. Write neatly and legibly.

## SECTION A: SOURCE-BASED QUESTIONS

Answer ONE question in this section.

Source material that is required to answer these questions can be found in the ADDENDUM.

### QUESTION 1: DID STALIN SUCCEED IN IMPLEMENTING COLLECTIVISATION UNDER THE FIVE-YEAR PLAN?

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 Stalin was against the new group of peasants called the kulaks? (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 How according to the source did the peasants respond to collectivisation (1 x 2) (2)

1.2.2 List TWO treasured possessions of the peasants as mentioned in the source (2 x 1) (2)

1.2.3 Explain the reliability of this sources to a historian researching the reaction of peasants to collectivisation (2x2) (4)

1.2.4 Comment on the reasons why the Soviet peasants were more like Caged animals (2 x 2) (4)

1.3 Refer to Source 1C.

1.3.1 Comment on the messages conveyed by source 1C regarding the effects of collectivisation (2 x 2) (4)

1.3.2 Mention two human rights violation as shown in source 1C

(2 x 1) (2)

1.4 Compare Sources 1B and 1C. Explain how the information in Source 1B supports the evidence in Source 1C regarding the effects of collectivisation

(2 x 2) (4)

1.5 Consider Source 1D.

1.5.1 Why, according to the source was it necessary to plough land with tractors

(1 x 1) (1)

1.5.2 Explain why the tractors were spoiled in few months

(1 x 2) (2)

1.5.3 Comment on the introduction of compulsory education by Stalin

(2 x 2) (4)

1.5.4 What is implied by the statement, "he says he must go home and consult his wife. After he has talked it over, he always answers that he does not want the collective farm "

(1x2) (2)

1.6 Using the information from the relevant sources and your own knowledge write a paragraph of about Eight lines (about 80 words) explaining how successful Joseph Stalin was in implementing collectivisation under the Five-year plan.

(8)

(50)

**QUESTION 2: WHAT MEASURES DID ROOSEVELT IMPLEMENT TO SOLVE THE UNEMPLOYMENT PROBLEM CAUSED BY THE GREAT DEPRESSION IN THE USA IN THE 1930s?**

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 effects of the Great depression? (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, 'Roosevelt's New Deal permanently changed the federal government's relationship with the U.S. public.' (1 x 2) (2)

2.2 Refer to Source 2B.

2.2.1 Why, according to the source, were the relief programmes implemented? (1 x 2) (2)

2.2.2 List TWO relief programmes by Roosevelt mentioned in the source (2 x 1) (2)

2.2.3 Explain why Roosevelt's relieved both skilled and unskilled labour? (1 x 2) (2)

2.2.4 Define the concept *Reform* in the context of the New Deal in American in the 1930's (1 x 2) (2)

2.2.5 Use the information in the source and your own knowledge to explain the impact of the relief programmes on the ordinary Americans (2 x 2) (4)

2.3 Consult Source 2C.

2.3.1 Comment on the message conveyed by source 2C regarding the New Deal (1 x 2) (2)

2.3.2 Explain the limitations of this source to a historian studying the New Deal by Roosevelt (1 x 2) (2)

2.3.4 Explain the impact of the civilian conservation corps on ordinary Americans (1 x 2) (2)

2.4 Use Source 2D.

2.4.1 Explain why it was necessary to plant 24 million trees (1 x 2) (2)

2.4.2 List four achievements of WPA mentioned in the source (2 x 2) (4)

2.5 Compare Sources 2B and 2C. Explain how the information in Source 2B supports the evidence in Source 2C regarding relief under the New Deal. (2 x 2) (4)

2.6 Using information from the relevant sources and your own knowledge and write a paragraph of about EIGHT lines (about 80 words) explaining the measures implemented by Roosevelt to solve the unemployment problem cause by the great depression in USA in the 1930s.

(8)

**[50]**

**SECTION B: ESSAY QUESTIONS**

Answer ONE question from this section.

**QUESTION 3: COMMUNISM IN RUSSIA, 1900–1940**

'Lenin's New Economic Policy saved Russia from a total collapse and ensured communist rule prevail in Russia.'

Do you agree with this statement? Use relevant historical evidence to support your line of argument.

**[50]**

**QUESTION 4: CAPITALISM IN THE USA, 1900–1940**

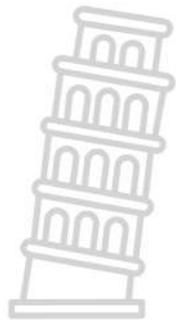
'The Republicans belief in Rugged Individualism led directly to the Great Depression.'

Critically discuss this statement by referring to the main causes of the Great Depression.

**[50]**

**Total 100**





	<b>JOHANNESBURG WEST</b>		
<b>ADDENDUM</b>	<b>HISTORY</b>	<b>PAPER</b>	<b>1</b>
	<b>2025 JUNE EXAMINATION</b>		
	<b>DURATION: 2HOURS</b>		
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**QUESTION 1: DID STALIN SUCCEED IN IMPLEMENTING COLLECTIVISATION UNDER THE FIVE-YEAR PLAN?**

**SOURCE 1A**

The source below outlines reasons for the introduction of the five-year plan

The first Five Year Plan was introduced in 1928 by Stalin, with this plan the country faced challenges that were unseen during its conception and struggled to cope with ever changing conditions. The plan was set forth to be the starting point of a rapid acceleration through an industrialization period so that the Soviet Union could progress toward an ideal classless society. One aspect of the Five-Year Plan was the collectivization of the agricultural system, a way in which to combine private ownership farms into a large community farm. This collective farm system would supply the county with basic food needs as well as provide a much-needed export for financial gain. This new collectivization of agriculture also aimed to rid the country of the peasant class, which accounted for eighty percent of the Soviet Union's population. More importantly the collectivization system was used to rid the country of the Kulak class. This class was made up of business owning and wage paying individuals. These capitalist ideals of the Kulaks went against all that the Bolsheviks' (head political party in Soviet Russia at the time) were promoting.

**SOURCE 1B**

The source below is an extract from a speech by one of the famers who resisted collectivisation

The peasants demonstrated the hatred they felt for the regime and its collectivisation policy by slaughtering their animals. To the peasant his horse, his cow, his few sheep and goats were treasured possessions and a source of food in hard times... In the first months of 1930 alone 14 million head of cattle were killed. Of the 34 million horses in the Soviet Union in 1929, 18 million were killed, further, some 67 percent of sheep and goats were slaughtered between 1929 and 1933. At the windows haggard faces, men and women, or a mother holding her child, with hands outstretched for a crust of bread or a cigarette. It was only the end of April, but the heat was torrid and the air that came from the narrow windows was foul and stifling; for they had been fourteen days en route, not knowing where they were going not caring much. They were more like caged animals than human beings, not wild beasts but dumb cattle, patient with suffering eyes.

**SOURCE 1C**

The picture below shows the outbreak of famine called Holodomor in Russia during Collectivisation in 1932.



<https://www.azerbaycan24.com/en/holodomor-european-parliament-recognises-soviet-starvation-of-ukrainians-as-genocide/>

**SOURCE1D**

The Source below is an extract taken from a letter written by Joseph Stalin replying to Churchill in 1942 about the outbreak of Famine during collectivisation.

It was necessary for Russia, if we were to avoid periodic famines, to plough the land with tractors. When we gave tractors to the peasants, they were all spoiled in a few months. Only collective farms with workshops could handle tractors. We took the greatest trouble to explain it to the peasants. It was no use arguing with them. After you have said all, you can to a peasant, he says he must go home and consult his wife. After he has talked it over, he always answers that he does not want the collective farm, and he would rather do without the tractors. From 1934 onwards, it was compulsory for children to receive eleven years of education. Illiteracy declined from about 50%.



**Question 2: WHAT MEASURES DID ROOSEVELT IMPLEMENT TO SOLVE THE UNEMPLOYMENT PROBLEM CAUSED BY THE GREAT DEPRESSION IN THE USA IN THE 1930s?**

**SOURCE 2A**

The source below describes the reasons why President Roosevelt decided to implement the New Deal.

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 (lessened); 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’, and 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 with the U.S. public.

[From [www.history.com/topics/new-deal](http://www.history.com/topics/new-deal). Accessed on 12 January 2023.]

**SOURCE2B**

The source below focuses on the Relief programs of the New Deal.

The New Deal programs were known as the three “Rs”; Roosevelt believed that together Relief, Reform, and Recovery could bring economic stability to the nation. Reform programs focused specifically on methods for ensuring that depressions like that in the 1930s would never affect the American public again. The Relief programs were implemented to immediately stop the continued economic freefall. These included the Emergency Banking Act, which ensured that only solvent banks remained open, and bank holidays that would close financial institutions when a wave of financial panic occurred. In addition, the Federal Emergency Relief Act (FERA), the Civil Works Administration (CWA), and the Civilian Conservation Corps (CCC) provided immediate support in the form of cash payments and temporary employment. The three goals of the Federal Emergency Relief Act (FERA) were (1) to be effective, (2) to provide work for employable people on the relief rolls, and (3) to have a diverse variety of relief programs. FERA provided grants from the federal government to state governments for a variety of projects in fields such as agriculture, the arts, construction, and education. Many people who were receiving relief aid were highly trained, skilled workers. The hope was that by providing many different types of jobs and salaries that were similar to workers’ previous jobs the whole country would benefit. The Civil Works Administration (CWA) was started as a subdivision of FERA with the goal of providing a short-term solution to get people back to work. The projects under CWA were more short-term and aimed at unskilled labourers.

[From <https://dp.la/exhibitions/new-deal/reform-programs>. Accessed on 26 February 2023.]

**SOURCE 2C**

The picture below was taken by ALLIE MICHEAL, a journalist during the time of the introduction of the New Deal. It shows Nine African Americans men working as the civilian conservation corps.



<http://www.public-domain-image.com/public-domain-images-pictures-free-stock-photos/vintage-photography-public-domain-images-pictures/nine-african-american-civilian-conservation-corps-workers.jpeg>

This source explains the Works Progress Administration (WPA).

President Franklin D. Roosevelt created the WPA with an executive order on May 6, 1935. It was part of his New Deal plan to lift the country out of the Great Depression by reforming the financial system and restoring the economy to pre-Depression levels. The unemployment rate in 1935 was at a staggering 20 percent. The WPA was designed to provide relief for the unemployed by providing jobs and income for millions of Americans. At its height in late 1938, more than 3,3 million Americans worked for the WPA. The WPA – which in 1939 was renamed the Work Projects Administration – employed mostly unskilled men to carry out public works infrastructure projects. They built more than 4 000 new school buildings, erected 130 new hospitals, laid roughly 9 000 miles of storm drains and sewer lines, built 29 000 new bridges, constructed 150 new airfields, paved or repaired 280 000 miles of roads and planted 24 million trees to alleviate (lessen) loss of fertile topsoil during the Dust Bowl. In addition to its well-known building and infrastructure projects, the WPA also oversaw a group of programs collectively known as Federal Project Number One. These programs employed artists, musicians, actors and writers.

[From <https://www.history.com/topics/great-depression/works-progress-administration>. Accessed

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## ACKNOWLEDGEMENTS

Visual sources and other historical evidence were taken from the following:

<https://spartacus-educational.com/RUSfive.htm>

<https://www.globalsecurity.org/military/world/russia/industry-stalin-2fyp.htm>

<https://www.nationalarchives.gov.uk/education/leaders-and-controversies/g4/cs3/>

<https://www.khanacademy.org/humanities/us-history/rise-to-world-power/great-depression/a/the-new-deal>

<https://study.com/academy/lesson/franklin-d-roosevelt-and-the-first-new-deal-the-first-100-days.html>.

<https://www.sparknotes.com/history/american/depression/section5/page/2>.

[https://apps.irs.gov/app/understandingTaxes/student/whys\\_thm02\\_les04.jsp](https://apps.irs.gov/app/understandingTaxes/student/whys_thm02_les04.jsp).

<https://www.history.com/topics/early-20th-century-us/social-darwinism>

<https://www.dw.com/en/remembering-the-victims-of-nazi-eugenics/a-16945569>

<http://www.prezi.com>.

<https://collections.ushmm.org/search/catalog/pa1151175>



JOHANNESBURG WEST

GRADE 11

JUNE 2025

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HISTORY P1  
MEMORANDUM

MARKS: 100



SECTION A: SOURCE BASED QUESTIONS

**Question 1: Did Stalin succeed in implementing collectivisation under five-year plan?**

1.1

1.1.1 [Explanation of concepts - L1]

- A process whereby more products are being made by machines in factories. (1x2) (2)

1.1.2 [Extraction of evidence from the source - L1]

- To cope with everchanging conditions.
- So that the Soviet Union could progress towards an ideal of classless society. (1x2) (2)

1.1.3 [Explanation of concepts - L1]

- Small farms being joined together into one large farm during Stalin. (1x2) (2)

1.1.4 [Interpretation of evidence from the source -L2]

- The Kulaks as a class brought back class society.
- The capitalist tendencies were in conflict with the Bolsheviks. (1x2) (2)

1.1.5 [Analysis of usefulness from the source -L2]

**The source is useful because:**

- It is insightful as it outlines how Stalin implemented five-year plan.
- It also indicates the reason of the implementation of five-year plan. (1x2) (2)

1.2

1.2.1 [Extraction of evidence from the source - L1]

- The peasants slaughtered their animals. (1x2) (2)

1.2.2 [Extraction of evidence<sup>1</sup>'2 from source - L1]

- Sheep
- Goats (1x2) (2)

1.2.3 [Determination of reliability of the source 1B- L3]

- The source is reliable, the first hand information and this makes it primary source.
- Speech by one of the farmers and how the farmer indicated the response by the peasants against collectivisation. (2x2) (4)

1.2.4 [Interpretation of evidence from the source - L2]

- The peasants were very angry with the idea of collecting their farms.
- They lost their farms and ended up starving as a result of that.

(2x2) (4)

1.3

1.3.1 [Interpretation of evidence from the source - L2]

- The picture below indicated the impacts of collectivisation on Russian people.
- The Russian people were disillusioned by the results of collectivisation. The testimony was there on their disappointed faces.

(2x2) (4)

1.3.2 [Extraction of evidence from the source - L1]

- Their right to life and dignity

(1x2) (2)

1.4 [Comparison of evidence from the source - L2]

- In source 1B it shows that the peasants went through the hard times meanwhile in source 1C it shows the peasants who were starving.
- In source 1B at the window's haggard faces, men and women, meanwhile source 1C shows the squalor or dire conditions the peasants lived under.

(2x2) (4)

1.5

1.5.1 [Extraction of evidence from the source -L1]

- To avoid periodic famine

(1x1) (1)

1.5.2 [Interpretation of evidence from the source -L2]

- The peasants did not want collectivisation. The peasants did not co-operate with Stalin government.

(1x2) (2)

1.5.3 [Interpretation of evidence from the source - L2]

- Stalin wanted to equip the Russians with much needed skill.
- Stalin wanted to close the gap between Russia and the developed countries in West Europe.

(2x2) (4)

1.5.4 [Interpretation of evidence from the source - L2]

- It implied that the peasants (kulaks) were not happy with the collectivisation and felt that they can do without it

(1x2) (2)

1.6 [Interpretation, evaluation and synthesis of information from relevant source - L3]

- Stalin introduced industrialization in Russia source 1A
- In source 1A Stalin turned Russia into a commercial farming
- Though the peasants demonstrated against collectivisation

- The peasants slaughtered their livestock and burned their farms
- Source C shows that the outbreak of famine impacted badly on the Russian people
- Source D shows that Stalin introduced the use of machinery in Russia
- Tractors were used to farm so that the problem of famine was addressed
- Stalin introduced education which was compulsory to the children in Russia and illiteracy declined by 50% as a result of that

(8)  
[50]

**Question 2: What measures did Roosevelt implement to solve the unemployment problem caused by the great depression in the USA in the 1930s?**

2.1

2.1.1 [Definition of concept from 2A -L1]

- Total collapse of economy started in USA in 1929 and the rest of the countries in Europe followed

(1x2) (2)

2.1.2 [Extraction of evidence from the source -L1]

- Speculators lost their shares; banks failed, the nation's money supply diminished and companies went bankrupt

(4x1) (4)

2.1.3 [Interpretation of evidence from the source - L2]

- To relief the American people who were in dire situation
- Capitalist government under Herbert Hoover failed the people of USA and plunged America into economic crisis with its policy of Laissez-faire policy

(2x2) (4)

2.1.4 [Interpreting of evidence from the source -L2]

- Roosevelt with his policy turned out to be a darling with American public
- The federal government was then in full charge of economic aspect under Roosevelt's era

(1x2) (2)

2.2

2.2.1 [Extraction of evidence from the source -L1]

- To immediately stop the continued economic freefall
- The emergency banking act which ensured that only solvent banks remained open

(1x2) (2)

2.2.2 [Extraction of evidence from the source -L1]

- FERA
- CWA

(2x1) (2)

2.2.3 [Interpretation of evidence from the source -L2]

- To benefit the whole country by employing different types of people with different jobs

(1x2) (2)

2.2.4 [Definition of concepts -L2]

- To bring some economic and political transformation in USA during Roosevelt period

(1x2) (2)

2.2.5 [Interpretation of evidence from the source -L2]

- It created temporary jobs to unemployed people
- It provided much needed relief to the destitute people

(2x2) (4)

2.3

2.3.1 [Interpretation of evidence from the source - L2]

- The unemployed African Americans benefited from one of Roosevelt's projects CCC
- The picture was an evidence of Roosevelt projects and how many destitutes were brought back to work

(1x2) (2)

2.3.2 [Interpretation of evidence from the source -L2]

- One sided source as it only showed African Americans employed at low paying jobs
- The source is bias as the right wing were not indicated in the picture

(1x2) (2)

2.3.3 [Interpretation of evidence from the source -L2]

- It resulted into low paying jobs to many youths and unemployed in general

(1x2) (2)

2.4

2.4.1 [Interpretation of evidence from the source -L2]

- The unemployed rate was skyrocketing unprecedented for the country such as America unemployment stood at 20 percent (1x2) (2)

2.4.2 [Extraction of evidence from the source -L1]

- More than 4000 new schools were built
- 130 new hospitals
- 9000 miles of storm drains
- 150 new airfields

(2x2) (4)

2.5 [Comparison of sources 1B and 2C -L3]

- Source 2B CCC provided immediate support in terms of cash and temporary employment while source 2C portrayed workers employed as civilian conservation corps.
- 2B grant was also given to those who were not working and in source 2C it has been confirmed that more people were absorbed into jobs

(2x2) (4)

2.6 [Interpretation, evaluation and synthesis of evidence from relevant source - L3]

- Source 2A outlines how President Roosevelt provided relief to the destitutes
- Source 2A also confirmed that Roosevelt brought economic stability with his projects
- In source 2B many projects were started such as FERA, CWA, CCC and many others
- Roosevelt projects resulted into massive job creation
- Source 2C showed that many African Americans were employed by CCC
- The source highlighted how African Americans were employed to build roads and cutting trees
- Source 2D confirmed that unemployment was too high in America as a result of The Great Depression of 1929
- The source indicated that was the reason of the introduction of projects such as WPA which created many jobs

(8)

[50]

## SECTION B: ESSAY QUESTIONS

### Question 3: Communism in Russia 1G00-1G40

#### 3.1 SYNOPSIS

Candidates need to understand the reasons that Lenin provided to introduce new economic policy

#### MAIN ASPECTS

**Introduction:** Candidates need to take a stance and indicate how they would support their line of argument and elaborate further by showing that NEP was about bringing stability in Russian economy

#### ELABORATION

- Lenin took over Russia and based government in the principles of communism
- Government under communism brought economic instability
- Lenin introduced NEP and communism was compromised
- The communist's hard liners were against NEP
- NEP was about profit making
- Farmers paid tax in grain and no longer in cash
- Lenin allowed small businesses to encourage economic growth
- Small land given to the peasants
- Rich farmers emerged popularly known as Kulaks
- NEPMEN from industrial sector became rich
- NEP improved economy in Russia
- Russia had then traded with the countries in West Europe

#### CONCLUSION

Candidate should tie up their argument with a relevant conclusion in line with their line of argument

OR

#### 3.2 SYNOPSIS

Candidate should indicate that government under Herbert Hoover was not in total control of USA economy which led to the collapse in 1929 and the impact it had on American people

#### MAIN ASPECTS

**Introduction:** Candidate should take a stance and focus on the causes and the impacts of The Great Depression and show how they will support their line of argument

#### ELABORATION

- Herbert Hoover policy, laissez faire
- Rugged individualism

- America being a big money spender, countries borrowed money from America but failed to pay back
- Manipulation of shares which led to New York stock exchange
- Wall street crash in 1929 as a trigger of total collapse of USA economy
- Unprecedented unemployment
- Houses and cars being repossessed
- Banks and factories were forced to close
- Hoover unable to deal with the problem
- The Republican party lost 1933 presidential elections

## CONCLUSION

Candidates should tie up their conclusion with a relevant conclusion

[50]

TOTAL: 100

