



Province of the
EASTERN CAPE
EDUCATION

Iphondo leMpuma Kapa: Isebe leMfundo
Provinsie van die Oos Kaap: Departement van Onderwys
Porafensie Ya Kapa Botjhabela: Lefapha la Thuto

NATIONAL SENIOR CERTIFICATE

GRADE 11

NOVEMBER 2025

HISTORY P1

MARKS: 150

TIME: 3 hours

This question paper consists of 9 pages
and an addendum of 14 pages.

INSTRUCTIONS AND INFORMATION

1. This question paper consists of SECTION A and SECTION B based on the prescribed content framework in the CAPS document.

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

2. SECTION A consists of THREE source-based questions. Source material that is required to answer these questions can be found in the ADDENDUM.
3. SECTION B consists of THREE essay questions.
4. Answer THREE questions as follows:
 - 4.1 At least ONE must be a source-based question and at least ONE must be an essay question.
 - 4.2 The THIRD question may be either a source-based question or an essay question.
5. You are advised to spend at least ONE hour per question.
6. When answering the questions, you should apply your knowledge, skills and insight.
7. You will be disadvantaged by merely rewriting the sources as answers.
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

Answer at least ONE question in this section, but not more than TWO questions. The source material that is required to answer these questions is contained in the ADDENDUM.

QUESTION 1: HOW DID THE INTRODUCTION OF THE NEP REPRESENT A SHIFT IN BOLSHEVIK THINKING?

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

1.1 Refer to Source 1A.

- 1.1.1 When, according to the source, was the New Economic Policy introduced? (1 x 1) (1)
- 1.1.2 Define the term *Civil War* in your own words. (1 x 2) (2)
- 1.1.3 Why, according to the source, did Lenin take a new approach? (3 x 1) (3)
- 1.1.4 Using the source and your own knowledge, explain why the introduction of the tax-in-kind was seen as the backbone of the NEP. (2 x 2) (4)
- 1.1.5 Comment on why Lenin insisted that the NEP had to be pursued “seriously and for a long time”. (2 x 2) (4)

1.2 Study Source 1B.

- 1.2.1 Define the term *tax-in-kind* in the context of the New Economic Policy. (1 x 2) (2)
- 1.2.2 Why, according to the source, did the country soon face a famine? (2 x 1) (2)
- 1.2.3 Quote evidence from the source that shows that the peasants knew how much the fixed tax would be. (1 x 2) (2)
- 1.2.4 Explain what Lenin meant when he said, “The peasants will now set to work on their farms with greater confidence and with a will”. (2 x 2) (4)
- 1.2.5 Using the information in the source and your own knowledge, explain why Lenin believed the New Economic Policy needed to consider the peasants. (2 x 2) (4)

- 1.3 Read Source 1C.
- 1.3.1 Explain the message conveyed in the photograph. (1 x 2) (2)
- 1.3.2 How do you think pure communists have reacted to photographs like this? (1 x 2) (2)
- 1.4 Consult Source 1D.
- 1.4.1 Which two demolished systems did Lenin believe formed the foundation of the new socialist system? (2 x 1) (2)
- 1.4.2 What, according to the source, did Lenin believe was essential in a revolution? (2 x 1) (2)
- 1.4.3 Why do you think Lenin believed that “personal incentive (motivation) will step up production”? (1 x 2) (2)
- 1.4.4 What is implied by Lenin’s words: “No matter at what cost, no matter how severe the hardships of the transition period may be, we shall not flinch; we shall triumphantly carry our cause to its goal”? (1 x 2) (2)
- 1.4.5 Explain the usefulness of the source to historians researching the reasons for the implementation of the New Economic Policy. (1 x 2) (2)
- 1.5 Study Source 1B and Source 1C. Explain how the information in Source 1B supports the evidence in Source 1C regarding how the implementation of the tax-in-kind policy would benefit the peasants. (1 x 2) (2)
- 1.6 Using the information from the relevant sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining how the introduction of the NEP represented a shift in Bolshevik thinking. (6)
- [50]**

QUESTION 2: TO WHAT EXTENT WAS THE NEW DEAL SUCCESSFUL IN REDUCING UNEMPLOYMENT AND STIMULATING ECONOMIC RECOVERY IN THE USA DURING THE 1930s?

Study Sources 2A, 2B, 2C and 2D and answer the questions that follow.

2.1 Read Source 2A.

- 2.1.1 Why, according to the source, did Roosevelt launch the New Deal? (1 x 2) (2)
- 2.1.2 How many people, according to the source, were unemployed in America by 1933? (1 x 2) (2)
- 2.1.3 Define the concept *economic downturn* in the context of the American economy. (1 x 2) (2)
- 2.1.4 Explain why farm income doubled between 1932 and 1939. (1 x 2) (2)
- 2.1.5 Explain how a government agency like the Civilian Conservation Corps (CCC) would have benefited the young people of America. (1 x 2) (2)
- 2.1.6 Comment on “Jobless people from the city benefited as did the rural areas affected by the improvement works”. (2 x 2) (4)

2.2 Study Source 2B.

- 2.2.1 What, according to the source, did Roosevelt and the Democratic majorities in Congress deliver? (2 x 1) (2)
- 2.2.2 Define the concept *public works* in your own words. (1 x 2) (2)
- 2.2.3 List two problems, from the source, that Roosevelt’s government faced when allowing local governments to manage public works programs. (2 x 1) (2)
- 2.2.4 Why do you think the Roosevelt administration decided to hire workers themselves, on projects of all kinds in all states and territories? (2 x 2) (4)
- 2.2.5 What is implied by the statement: “They brought power – electrical, to be sure, but with it political and symbolic power, to people and parts of the country that never had it before”? (2 x 2) (4)

2.3 Read Source 2C.

- 2.3.1 Who, according to the source, did the Industrial Recovery Program bring relief to? (2 x 1) (2)
- 2.3.2 Quote evidence from the source that suggests that employed workers were better-off during the New Deal. (1 x 2) (2)
- 2.3.3 Explain what Roosevelt meant by, “the gains of trade and industry, as a whole, have been substantial”. (1 x 2) (2)
- 2.3.4 Comment on the attitude expressed by Roosevelt regarding the impact of the strikes. (1 x 2) (2)
- 2.3.5 Explain whether the source would be considered reliable to a historian researching the New Deal. (1 x 2) (2)

2.4 Consult Source 2D.

- 2.4.1 What message is conveyed in the photograph? (1 x 2) (2)
- 2.4.2 What do you think the National Chamber of Commerce meant by “Less Taxes – More Jobs”? (1 x 2) (2)

2.5 Refer to Source 2C and Source 2D. Explain how the evidence in Source 2C contradicts the information in Source 2D regarding support of the New Deal. (1 x 2) (2)

2.6 Using the information from the relevant sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining the extent to which the New Deal reduced unemployment and stimulated economic recovery in the USA during the 1930s. (6)

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QUESTION 3: HOW DID THE NUREMBERG LAWS CONTRIBUTE TO THE CREATION OF A RACIALLY BASED NAZI STATE?

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

3.1 Read Source 3A.

- 3.1.1 Define the term *persecution* in the context of the treatment of the Jews in Nazi Germany. (1 x 2) (2)
- 3.1.2 According to the source, what was the focus of Nazi racism between 1933 and 1934? (1 x 2) (2)
- 3.1.3 How, according to the source, did the Nazis target the Jews immediately after taking power? (2 x 1) (2)
- 3.1.4 Comment on “the goal was now to bring about their biological segregation through a process of 'legal' discrimination”. (1 x 2) (2)
- 3.1.5 Using the information in the source and your own knowledge, explain how the Nuremberg Laws affected other racial groups. (2 x 2) (4)

3.2 Refer to Source 3B.

- 3.2.1 What, according to the source did Nazi Party leaders announce at their annual rally on 15 September 1933? (2)
- 3.2.2 Quote from the source, the new name given to the German flag. (1 x 1) (1)
- 3.2.3 What laws, according to Dodd, were passed at the Nuremberg congress? (3 x 1) (3)
- 3.2.4 Explain how the introduction of the Nuremberg Laws, allowed the legalised persecution of the Jews. (2 x 2) (4)
- 3.2.5 Explain the reliability of the source to a historian researching the introduction of the Nuremberg Laws. (1 x 2) (2)

3.3 Consult Source 3C.

- 3.3.1 Define the concept *anti-Semitism* in your own words. (1 x 2) (2)
- 3.3.2 Quote evidence from the source that shows that the Nazi elite did not believe they would face any opposition to their new policies. (2 x 1) (2)
- 3.3.3 Why do you think the wearing of an armband was detrimental (harmful) to the ability of the Jews to go out in public? (2 x 2) (4)
- 3.3.4 What is implied by, "The Nazis corrupted a system of justice and turned it into a weapon of terror"? (1 x 2) (2)
- 3.3.5 Comment on: "the only answer was extermination as the final solution to the 'Jewish Question'". (1 x 2) (2)

3.4 Study Source 3D.

- 3.4.1 Explain why Jews were forced to carry documents like this in Nazi Germany. (2 x 2) (4)
- 3.4.2 Explain how this document reflects the impact of the Nuremberg Laws. (1 x 2) (2)

3.5 Study Source 3B and Source 3C. Explain how the evidence in Source 3B is supported by the information in Source 3C regarding the impact of the race laws on Jews living in Nazi Germany. (1 x 2) (2)

3.6 Using the information and the relevant sources and your own knowledge, write a paragraph of about SIX lines (60 words) explaining how the Nuremberg Laws contributed to the creation of a racially based Nazi state. (6)

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SECTION B: ESSAY QUESTIONS

Answer at least ONE question, but NOT more than TWO questions, in this section.

Your essay should be about THREE pages long.

QUESTION 4: COMMUNISM IN RUSSIA 1900–1940: CASE STUDY – STALIN’S FIVE-YEAR PLANS

Critically discuss the impact of Joseph Stalin’s Five-Year Plans on transforming Russia from a backward, partially medieval economy, into a modern industrial economy.

Use relevant historical evidence to support your answer.

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QUESTION 5: CAPITALISM IN THE USA 1900–1940

“The Great Depression had a devastating economic and social impact on the citizens of the United States”.

Do you agree with this statement? Use relevant historical evidence to support your answer.

[50]

QUESTION 6: IDEAS OF RACE IN THE 19TH AND 20TH CENTURIES: CASE STUDY – HITLER AND THE JEWS

To what extent did the Nazi regime use eugenics and social Darwinism to justify and implement policies against Jews and other so-called "undesirables" between 1933 and 1945?

Use relevant historical evidence to support your line of argument.

[50]

TOTAL: 150