



Province of the
EASTERN CAPE
EDUCATION



GRADE 11

NOVEMBER 2010

HISTORY PAPER 2

MARKS: 150

TIME: 3 hours

This question paper consists of 8 pages.

INSTRUCTIONS AND INFORMATION

1. The question paper consists of THREE questions based on the prescribed content framework for 2010, which is as follows:

QUESTION 1: SOCIAL-DARWINISM AND PSEUDO-SCIENTIFIC RACISM

QUESTION 2: THE IMPACT OF THE SECOND WORLD WAR ON AFRICA

QUESTION 3: APARTHEID

2. Each question counts 75 marks, of which 45 marks are allocated for the source-based question and 30 marks for the extended-writing question.
3. Candidates are required to answer TWO questions.
4. When answering questions, candidates should apply their knowledge, skills and insight.
5. A mere rewriting of the sources as answers will disadvantage candidates.
6. Write neatly and legibly.

QUESTION 1 WHAT IMPACT DID SCIENTIFIC RACISM HAVE ON THE RACE POLICIES IN AUSTRALIA?

Study sources 1A, 1B, 1C and 1D to answer the following questions.

1.1 Read through Source 1A.

- 1.1.1 This source was referring to the ideas of the Pseudo-scientific race theory. Use the source and your own knowledge and explain what is meant by this theory. (1x2) (2)
- 1.1.2 Why, according to the source, was the annihilation of the Aborigines in Australia not seen as conscientious issue? (1x2) (2)
- 1.1.3 What, according to your own knowledge, was the aim of the “natural law” that the source refers to? (1x2) (2)

1.2 Refer to Source 1B.

- 1.2.1 Explain how, according to the source, Mr AO Neville used scientific racism to justify his policies towards the Aborigines. (3x1) (3)
- 1.2.2 To what extent, according to the source, did Neville’s policy differ from the policy of Adolf Hitler? (2x2) (4)
- 1.2.3 The idea of AO Neville was also based on the Eugenics-principle. Use your own knowledge to explain what you understand under this concept. (1x2) (2)
- 1.2.4 Use the source to explain what the aim of Neville was with his race policies against the Aborigines. (2x2) (4)

1.3 Study Source 1C.

- 1.3.1 Use the source and your own knowledge and explain who the “Stolen Generation” was in Australia. (1x2) (2)
- 1.3.2 What, according to the source and your own knowledge, was the policy of “assimilation”? (1x2) (2)
- 1.3.3 What does the photo portray to you about the attitude of the Australian police towards the Aborigines’ children? (2x2) (4)
- 1.3.4 How does the visual source complement the written source with reference to the “Stolen Generation” in Australia? (2x2) (4)

1. Read through Source 1D.

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1.4.1 Explain what you understand under the concept "genocide". (1x2) (2)

1.4.2 Why, according to the source, did Whitfield believe that the Australian administration was contemplating genocide in the 1930s? (2x2) (4)

1.4.3 Explain whether you think this source was reliable on the issue of a planned genocide in Australia. (1x2) (2)

1. Use all the sources and your own knowledge and write a paragraph of about SIX lines (about 60 words) to explain how the Australian government tried to integrate the "Stolen Generation" into the nation. (6)

1. EXTENDED WRITING

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Answer either QUESTION 1.6.1 **OR** 1.6.2.
(Your answer should be TWO pages in length)

1.6.1 Explain the impact of the racial policy on the Aborigines of Australia. (30)

OR

1.6.2 Use all the sources and your own knowledge and write an article to your local newspaper highlighting the human rights abuses of the Aborigines in Australia. (30)

[75]

QUESTION 2 HOW DID THE GROWTH OF AFRICAN-NATIONALISM IMPACT ON COLONIAL RULE IN AFRICA?

Study sources 2A, 2B, and 2C to answer the following questions.

2.1 Study Source 2A.

- 2.1.1 Use the source and your own knowledge and explain what you understand under the term “nationalism”. (1x2) (2)
- 2.1.2 What sections of the community, according to the source, does nationalism combine? (2x1) (2)
- 2.1.3 Use your own knowledge and explain what Macmillan meant with “the winds of change sweeping across the African continent”. (2x2) (4)
- 2.1.4 What, according to the source, was largely responsible for the rise of nationalism in Africa? (1x2) (2)
- 2.1.5 Use your own knowledge and explain why the winds in the cartoon are referred to as “Black Nationalism”. (1x2) (2)
- 2.1.6 Use your own knowledge to explain the historical importance of the two “home owners” in the cartoon being portrayed as whites. (1x2) (2)
- 2.1.7 Use your own knowledge and explain what the consequences were when the “winds” eventually reached the two “houses” referred to as Rhodesia and South Africa in the cartoon. (2x2) (4)

2.2 Refer to Source 2B.

- 2.2.1 Which factors, according to the source, led to the rise of African-nationalism? (2x1) (2)
- 2.2.2 Which principles, according to Lembede, formed the basis of African nationalism? (2x1) (2)
- 2.2.3 What, according to Lembede, is the ultimate aim of Africa-nationalism? (1x2) (2)
- 2.2.4 Using the source and your own knowledge, explain if you support the statement of Lembede that states that “Africa is a black man’s country”. (2x2) (4)

2.3 Refer to Source 2C.

- 2.3.1 Use your own knowledge and explain against which colonial power the Mau-Mau was fighting in Kenya. (1x2) (2)
- 2.3.2 What, according to the source, were the aims of the Mau-Mau movement? (2x2) (4)
- 2.3.3 How, according to the source, did the Mau-Mau spread their nationalist ideas? (3x1) (3)
- 2.3.4 Use the source and your own knowledge to explain if the actions used by the Mau-Mau movement in their resistance against the colonial power were justified. (2x2) (4)

- 2.4 Use all the sources and your own knowledge and write a paragraph of SIX lines (about 60 words) to explain how the rise of African nationalism eventually led to the decolonisation process in Africa. (6)

2.5 EXTENDED WRITING

Answer either QUESTION 2.5.1 **OR** 2.5.2.
(Your answer should be TWO pages in length)

- 2.5.1 "The effects of nationalism played a big role in the ending of colonialism in Africa, because it was massive forces that unified a continent".

Discuss this statement by referring to the role of nationalism in the decolonization of the African states. (30)

OR

- 2.5.2 Use all the sources and your own knowledge to write a report for a history journal to discuss the effects of Black Nationalism on the independence of the African states. (30)

[75]

QUESTION 3 IN WHAT WAYS WAS 1960 A TURNING POINT IN THE STRUGGLE AGAINST APARTHEID?

Study sources 3A, 3B, 3C and 3D to answer the following questions.

3.1 Read through Source 3A.

- 3.1.1 Use the source and your own knowledge and explain what the Pass laws were. (1x2) (2)
- 3.1.2 Why, according to the source and your own knowledge, do you think that the black protestors targeted the police offices for their planned protest marches? (2x2) (4)
- 3.1.3 According to the source, “most people were shot in the back”. What attitudes of the police against black people were portrayed by this action? (2x2) (4)
- 3.1.4 How does the visual source complement (support) the written source on the events at Sharpeville? (2x2) (4)

3.2 Refer to Source 3B.

- 3.2.1 What was the so-called “plan” of the PAC concerning the Pass laws? (1x2) (2)
- 3.2.2 What sacrifices, according to the source, was the PAC prepared to make for the ending of the Pass laws? (2x2) (4)
- 3.2.3 Compare sources 3A and 3B and explain the different opinions on the protest marches. (2x2) (4)

3.3 Study Source 3C.

- 3.3.1 What, according to the source, was the opinion of Luthuli about the Pass laws? (2x1) (2)
- 3.3.2 Quote from the source, to show that the black people were against the Pass laws. (1x1) (1)
- 3.3.3 What recommendations, according to the source, did Luthuli propose to achieve peace in South Africa? (1x2) (2)

3.4 Read through Source 3D.

3.4.1 Use the source and your own knowledge to explain what you understand with the statement “the reaction of the regime was violent” in South Africa. (2x2) (4)

3.4.2 Why, according to the source, was the life of a black person portrayed as a “life of violence”? (1x2) (2)

3.4.3 What decision, according to the source, did the ANC eventually reach? (1x2) (2)

3.5 Use all the sources and your own knowledge to write a paragraph of about SIX lines (60 words) and explain how the protest and struggle against the Pass laws eventually led to the armed struggle in South Africa. (6)

3.6 EXTENDED WRITING

Answer either QUESTION 3.6.1 **OR** 3.6.2.
(Your answer should be TWO pages in length)

3.6.1 Explain how the liberation movements in South Africa were forced to intensify the resistance against apartheid after the Sharpeville-massacre. (30)

OR

3.6.2 Use all the sources and your own knowledge and write an article for your school magazine on the following statement:

“The Pass laws system was one of the most hated and inhumane system that was ever imposed on the black people of South Africa by the Apartheid government”. (30)

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TOTAL: 150