

Province of the

**EASTERN CAPE**

EDUCATION

**NATIONAL**

**SENIOR CERTIFICATE**

**GRADE 11**

**NOVEMBER 2010**

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| **HISTORY PAPER 2** |

**MARKS: 150**

**TIME: 3 hours**

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| This question paper consists of 8 pages. |

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| **INSTRUCTIONS AND INFORMATION** | |  |
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| 1. | The question paper consists of THREE questions based on the prescribed content framework for 2010, which is as follows: |  |
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|  | QUESTION 1: SOCIAL-DARWINISM AND PSEUDO-SCIENTIFIC RACISM |  |
|  |  |  |
|  | QUESTION 2: THE IMPACT OF THE SECOND WORLD WAR ON AFRICA |  |
|  |  |  |
|  | QUESTION 3: APARTHEID |  |
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| 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. |  |
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| 3. | Candidates are required to answer TWO questions. |  |
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| 4. | When answering questions, candidates should apply their knowledge, skills and insight. |  |
|  |  |  |
| 5. | A mere rewriting of the sources as answers will disadvantage candidates. |  |
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| 6. | Write neatly and legibly. |  |
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| **QUESTION 1 WHAT IMPACT DID SCIENTIFIC RACISM HAVE ON THE RACE POLICIES IN AUSTRALIA?** | | | |  |
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| 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 Aboriginals. (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) |
|  |  |  | |  |

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| 1.4 | Read through Source 1D. | | |  |
|  |  |  | |  |
|  | 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) |
|  |  |  | |  |
| 1.5 | 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) |
|  |  | |  |  |
| 1.6 | EXTENDED WRITING | | |  |
|  |  | |  |  |
|  | 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]** |

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| **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) |
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| 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]** |
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| **QUESTION 3 IN WHAT WAYS WAS 1960 A TURNING POINT IN THE STRUGGLE AGAINST APARTHEID?** | | |  |
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| 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) |
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| 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) |
|  |  |  | | **[75]** |
|  |  |  | |  |
|  |  | **TOTAL:** | | **150** |