Grade 11 History: Paper II
November 2023

Time : 3 hours **Total : 150**

Examiner : A. James **Moderator : L. Smith**

Instructions:

1. This paper consists of THREE questions based on the prescribed content framework for 2007 which is as follows:
   - QUESTION 1: Pseudo-scientific Racism
   - QUESTION 2: Segregation as foundation for apartheid
   - QUESTION 3: The Political quest for independence in Africa

2. Each question counts 75 marks and begins with a key question.

3. **Answer TWO of the three questions. Each question consists of both source-based questions (45marks) and extended writing (30 marks).**

4. All the sources can be found in the separate Addendum.

5. In the answer of questions , candidates are required to demonstrate application of knowledge , skills and insight.

6. Use the sources in answering your extended writing question , but do not merely **rewrite / directly quote from the sources** for you will be penalized.

7. Write neatly and legibly.

QUESTION 1 : PSEUDO-SCIENTIFIC RACISM

KEY QUESTION : How were the Aboriginies in Australia affected by Social Darwinism?

Use Sources 1A to 1G to answer the following questions:

1.1 Refer to Source 1A. Give a brief explanation of the origins of Social Darwinism and then define this concept.

(3X2) [6]

1.2 Again refer to Source 1A. Explain briefly why the theory of Social Darwinism can be referred to as a pseudo-science.

(2X2) [4]

1.3 Refer to Source 1B. Why did Australian government officials believe that it was necessary for "half-caste" Aborigine children to be civilized with the intention of marrying to a white person.

(2X2) [4]

1.4 Refer to Source 1B. What does the last sentence of this source suggest about the viewpoint of government officials towards Aborigines?

[2]

1.5 Refer to Source 1C. Explain how the opinion in Source 1C differs from the viewpoint in Source 1B on the reasons why races are different.

(2X2) [4]

1.6 Refer to Source 1D. Why were the Aborigines living in absolute terror and in ned of salvation?

(1X2) [2]

1.7 What suggestion did Royal Commissioner Meston's make in Source 1D as a possible solution to this problem?

(1X2) [2]

1.8 Refer to Source 1D. Is the commissioner's attitude towards the Aborigines sympathetic or not? Motivate your answer.

[3]

1.9 Refer to Source 1E. Explain the "blood quotas" as suggested by the report by J.W. Beakley.

(2X4) [8]

1.10 Refer to Source 1E. Which part of this report refers to eugenics?

[2]

1.11 Refer to Source 1F. Give an account of Australian history from the two opposing viewpoints as expressed in this source. Refer to the way Aborigines were treated from the historical viewpoint of a) the government and b) the black man's perspective.

a(4X1) + b(4X1) [8]

/45/

Now answer ONE of the following extended writing questions. Do not do both.

1.12 Use **the given sources and your own knowledge** to write an essay of about 30 -40 lines (300-400 words) explaining how the **Aborigines in Australia were affected by Social Darwinism and eugenics**.

[30]

1.13 We read in Source 1F:
" The government portrayed themselves as 'protectors' of these children."

Write an essay of about 30-40 lines (300-400 words) discussing the above mentioned statement critically and assessing the way in which the Aborigines in Australia were **affected by Social Darwinism and eugenics and the role the government played**.

[30]

/50/

TOTAL QUESTION 1 : 75

QUESTION 2 : SEGREGATION AS A FOUNDATION FOR APARTHEID

KEY QUESTION : What was the nature of resistance to apartheid during the 1950s?

Use Sources 2A to 2H to answer the following questions:

2.1 Refer to Source 2A. Explain what the members of the liberation movement were trying to achieve through the Defiance Campaign.
(2X2) [4]

2.2 Refer to Source 2A. Explain what possible problems might there be with the reliability of this source.
[2]

2.3 Refer to Source 2B. Why was the Defiance Campaign launched at this specific time in history ?
(2X2) [4]

2.4 Source 2C : In which parts of South Africa were the campaign the most successful and why?
[3]

2.5 Refer to Source 2D. a) Why , in your opinion , were people not used to expressing themselves openly?
(1X2) [2]

2.6 Source 2D : Why did some wives demand to stay with their husbands?
[2]

2.7 Refer to Source 2E. Why did the Congress of the People find it necessary to collect demands from different people and what did they want to do with these demands?
(2X2) [4]

2.8 Refer to Source 2E. Why can the drawing up of the Freedom Charter be regarded as a democratic process?
(2X2) [4]

2.9 Source 2F: Why does the one placard read : “Down with Bantu-Education”?
(2X2) [4]

2.10 Refer to Source 2F. List two demands of the Freedom Charter.
(2X2) [4]

2.11 Select from Source 2G three aims of the Black Sash movement.
(3X2) [6]

2.12 Refer to Source 2H. What was the aim and significance of the women’s march organized by FEDSAW?
(2X2) [4]

2.13 Refer to Source 2H. Why can this march still be regarded as significant in modern South African history?
(1X2) [2]

/45/

Only choose ONE of the following extended writing questions. Do NOT do both!

2.14 Use all the sources and your own knowledge to write an essay of about 30-40 lines (300-400 words) in which you explain the **nature of resistance towards apartheid during the 1950s**.

[30]

OR

2.15 The ANC Youth League's Programme of Action changed the face of the ANC from an elitist party to that of a mass movement and also changed the nature of the resistance to apartheid.

Do you agree or disagree with this statement? Use the information from the sources and your own knowledge to write an essay of about 30-40 lines (300-400 words) about this **statement and the nature of resistance to apartheid during the 1950s**.

[50]

/30/

TOTAL QUESTION 2 : 75

QUESTION 3: THE POLITICAL QUEST FOR INDEPENDENCE IN AFRICA

KEY QUESTION: How did African countries gain their independence from colonial rule?

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

3.1 Refer to Source A.

3.1.1 Which country did each of the following persons represent?
a) Charles de Gaulle
b) Nkrumah
c) King Leopold II

(3X1) (3)

3.1.2 Use the source and your own knowledge to explain whether the European colonial powers were keen to "get out of Africa".

(2X1) (2)

3.1.3 Why do you think Nkrumah was justified in making the following demand: "No more white domination! We want Africa for the Africans."?

(1)

3.2 Refer to Source B.

3.2.1 According to W. Tordorff, what were the factors which weakened the position of the colonial powers?

(2X2) (4)

3.2.2 Comment on the significance of the Atlantic Charter (1941) to the realization of Uhuru in Africa.

(2X2) (4)

3.3 Use Source C.
Using Source C and your own knowledge, explain the importance of the All-Africa People's Conference held in Ghana.

(2X2) (4)

3.4 Refer to Source D.

3.4.1 What according to Macleod in Source D, was to be the role of the colonial powers in Africa?

(1)

3.4.2 Why do you think Macleod is supportive of decolonization?

(2X2) (4)

3.5 Use Source E.

3.5.1 Explain how useful this source is to a historian studying the process of decolonization of Africa.

(2X2) (4)

3.5.2 What impressed Harold Macmillan especially about Africa's desire for independence?

(1X2) (2)

3.5.3 According to the source and your own knowledge, what was the message Macmillan was bringing to South Africa?

(1X2) (2)

3.5.4 Give two reasons why Macmillan brought the above message to South Africa.

(2X2) (4)

3.6 Refer to all the sources.

3.6.1 Compare Sources A and E. Explain how they support each other regarding the process of decolonization.

(2X2) (4)

3.6.2 Using all the sources, write a paragraph of about 6 to 8 lines (60-80 words) on the factors which influenced the process of decolonization.

(6)

Only choose ONE of the following extended writing questions. Do NOT do both!

3.7 EXTENDED WRITING (The length of the essay should be about TWO pages.)

3.7.1 Use the sources and your own knowledge to discuss the factors which led to the decolonization process in Africa.

(30)

OR

3.7.2 Uhuru would have remained a distant dream for the colonies in Africa had it not been for the awakening of African nationalism after the Second World War.

Do you agree or disagree with this statement? Justify your argument by referring to the sources and your own knowledge.

(30)

TOTAL QUESTION 3: (75)

TOTAL OF THIS PAPER : 150

Grade 11 : Paper II
Addendum with sources

QUESTION 1 : PSEUDO-SCIENTIFIC RACISM

Source 1A

In the late 1800s and early 1900s many scientific experiments were carried out in an effort to prove that there was a hierarchy of species. Scientists such as Charles Darwin had done research on different species, and recorded that some species were able to adapt and survive more easily than others. His ideas were adopted by some politicians, writers, scientists, anthropologists, historians and psychologists in order to promote the idea

that certain individuals and race groups were better 'breeds' than others. The idea that it was possible to selectively 'breed' a super race followed from this. These people were known as Social Darwinists as they attempted to apply Darwin's theories to human races and societies.

Source 1B

Australia 1931: 'All "half-caste" Aborigine children (the offspring of a white parent and an Aborigine parent) must be taken from their families and raised in orphanages where they can be civilised with the intention of marrying them to a white person or grooming them to be a domestic servant. Mothers soon forget their offspring, as a dog bitch does with her pup.'

from an Internet report on *Rabbit-Proof Fence,* a film produced in the 1980s

Source 1C

Franz Boas, anthropologist in America, said:

'People think differently in different cultures not because some have superior mental equipment but because all thought reflects traditions to which it is heir, the society by which it is surrounded, and the environment to which it is exposed.

Ideas that Changed the World, Felipe Fernandez-Armesto, Dorling Kindersley Ltd.

Source 1 D

Between 1824 and 1908 approximately 10 000 Aborigines were murdered in the Colony of Queensland. Considered 'wild animals', 'vermin', 'scarcely human', 'hideous to humanity', 'loathsome' and a 'nuisance', they were fair game for white "sportsmen".

The upshot of this slaughter was the appointment in 1896 of Archibald Meston as Royal Commissioner. In his Report on the Aborigines of North Queensland he wrote: The treatment of the Cape York people was a shame to our common humanity.' He continued: Their manifest joy at assurances of safety is pathetic beyond expression. God knows they were in need of it'. Aboriginal people met him 'like hunted wild beasts, having lived for years in a state of absolute terror'. His prescription for their salvation lay in 'strict and absolute isolation from all whites, from predators who, in no particular order, wanted to kill them, take their women, sell them grog or opium'. Needless to say, none of the perpetrators of the slaughter were made to answer for their actions.

- http://www.wsws.org/articles/1999/sepl999/geno-s07.shtml (Author: Colin Tatz)

Source 1E

In 1928 the federal government asked J.W. Beakley, Queensland Protector of Aborigines, to report on policy including 'half-caste' policy in the Northern Territory. His report proposed 'blood quotas' as a guiding principle. Those who possessed 50 percent or more of Aboriginal 'blood' would 'drift back' to the black 'no matter how carefully brought up and educated'. Those with less than 50 percent Aboriginal 'blood' could 'avoid the dangers of the blood call' if they segregated as the prelude to 'their absorption by the white race'. Terms such as 'breeding them white' reflected the belief that there was a biological solution to the so-called race problem.

Source 1 F

In 1931 a 14-year-old girl called Molly Craig living in Western Australia, was forcibly taken away from her mother and sent to the Moore River Native Settlement. With her went her half-sister, Daisy, aged 8, and her cousin, Gracie Fields. This was part of the government's policy of removing 'half-breeds' (children from European fathers and Aborigine mothers) from their aborigine homes to 'become civilised and Christian'. They wanted to 'breed out' the 'unwanted third race' so there would be no 'black blood'. The government portrayed themselves as 'protectors' of these children. As one 'protector' wrote, T would not hesitate to separate any half-caste from its aboriginal mother, no matter how frantic momentary grief might be at the time. They soon forget their offspring.' He maintained that it was just like removing a pup from a bitch.

The girls and many other mixed-race children were housed in missionary villages. Molly was determined that she would return to her mother, and one wet day, when their tracks would be hidden, she and her sister and cousin escaped and set off on the 1 000 mile route back home. They struggled to survive through the desert while trying to remain hidden from the trackers following them. Molly's ingenuity led them to the Rabbit-Proof Fence that ran for miles and miles across the desert keeping out the rabbits from the farmers' lands. The girls walked for nine weeks until they arrived back home exhausted.

Sadly, before the girls made it home, Gracie was recaptured. Molly later married and had two daughters. All three of them were captured and taken to Moore River Settlement. Molly escaped and walked back to Jigalong taking her infant daughter, Annabelle, with her but the authorities captured her and took Annabelle away. Molly never saw her again.

This story shows how the policies of the government in Australia introduced eugenic programmes in an attempt to wipe out 'half-breeds'. It has been made into a film called *The Rabbit Proof Fence.* When the producer, Philip Noyce, heard of the story, he said that 'he began thinking of an alternative history of Australia from the black man's perspective. This was a history of loss - loss of land, loss of culture, loss of pride, loss even of their own children.'

In Search of History Grade 11, Oxford

QUESTION 2: SEGREGATION AS FOUNDATION OF APARTHEID

Source 2A

Memories of a veteran of the Defiance Campaign recorded in the 1980s in Thirty Years of the Freedom Charter, by Raymond Suttner and Jeremy Cronin:

I was one of the first volunteers, I and Raymond Mhlaba, that registered their names. The volunteers were the people who were prepared to sacrifice on behalf of the liberation movement... They were to suffer, losing their jobs in some cases, because when you defy a law you are due to be arrested. You must serve your prison term out no matter how long....The volunteers had a pledge of discipline, which they had to swear that: "I, so-and-so, am prepared to take upon my shoulders the risk of my life for my people, for the liberation struggle. I will do as my leaders tell me. I won't do anything which I have not been instructed to, no matter how the consequences may be.

Raymond Mhlaba was in fact the very first volunteer.

Source 2B

A wall poster from 1952



Sources : *Shuters History Grade 11*, Shuters

Source 2C

Data on the number of volunteers arrested in each centre

Eastern Cape	5719
Western Cape, Mafeking,	*423*
Transvaal (mainly Johannesburg)	1 911
Natal	246
Free State	258
TOTAL	8557

Source 2D

Wolfie Kodesh, a Congress of the People (COP) organiser, describes going out into the countryside to collect demands in an interview conducted with him in 1989.

I remember going out into the countryside …we got answers from women, children, farm workers, the whole lot. We even got ideas written on the back of Cavalla cigarette boxes, pieces of cardboard or paper. It was a very difficult task because people were not used to expressing themselves openly. The volunteer had to explain carefully: 'Look, I'm not telling you what to say, you tell me what you want'. Demands varied from being unable to get a uniform at work, or for wives to be able to live with their husbands, to much more political ideas such as votes for all.

Source 2E

A form used by volunteers to collect demands from people:

ONWARD to the CONGRESS of the PEOPLE

We the people of South Africa, both black and white, have an urgent task to perform. We are called upon to set down in writing those things which we would like to enjoy… Yes, let us now set up the goal posts which are our objectives:

Let us speak together of Freedom! Hereunder are some demands what have been sent in for inclusion in the...

FREEDOM CHARTER

We Demand...

- *Votes for all South Africans, both black and white.*
- *Higher wages and better working conditions.*
- *Better homes and housing for all.*
- *Land for the landless people.*
- *Free and compulsory education for all children irrespective of race, colour or creed.*
- ***What are your demands?***

Source 2F

Delegates arriving at the Congress of the People in Kliptown in 1955. The placards show some of the demands of the Freedom Charter.

Source: www.saho.co.za



Source 2G



Women belonging to the Black Sash in a silent protest, 1955. The Black Sash had three main areas of activity: to protest outside parliament when particular laws were introduced (in 1962 the government banned all demonstrations near parliament), to write letters to the press, and to run advice offices which helped people with legal problems, especially those relating to pass offences.

Source 2H

Federation of South African Women leaders Rahina Moosa, Lilian Ngoyi, Helen Joseph, and Sophie Williams delivering anti-pass petitions, 9 August 1956.



Source: www.saho.co.za

QUESTION 3: THE QUEST FOR INDEPENDENCE OF AFRICA

SOURCE 3A

The extract below relates to the discussion on the decolonisation of Africa.

Nkrumah: 'No more white domination! We want Africa for the Africans.'

General de Gaulle: 'We lost thousands of French soldiers in the war in Algeria.'

Chamberlain: 'Egypt nationalised the Suez Canal for itself- what cheek.'

King Leopold II: The United Nations Organisation disapproves of what we're doing in the Congo ... we have to hurry up and get out of Africa before anything else goes wrong.'

General de Gaulle: 'Gentleman, let's see how fast we can get out of Africa.'

French colonial officer: 'But Sir, the people aren't trained to manage their own government.'

French administrator: They'll just have to manage. We cannot spend money on these colonies.'

African community: 'We are poor and suffering. But at least we are beginning to govern ourselves and build new institutions.'

SOURCE 3B

This is an extract depicting the reasons for decolonisation, taken from *Government and Politics in Africa,* by William Tordoff, 1984.

The colonial powers were weakened for a variety of reasons. First, the French were utterly defeated in 1940, and France had to endure four harsh years of German occupation, with great loss of wealth and prestige. The British won the war, but had to fight for their victory to the last man and the last penny. They came out of the war much poorer than before.

Secondly, the USA and then the USSR became 'super-powers' in the postwar world. Neither had an interest in strengthening the British and French colonial systems. On the contrary, if with very different political ideas, both had an interest in weakening British and French rule. Each wished to expand its own trade and influence.

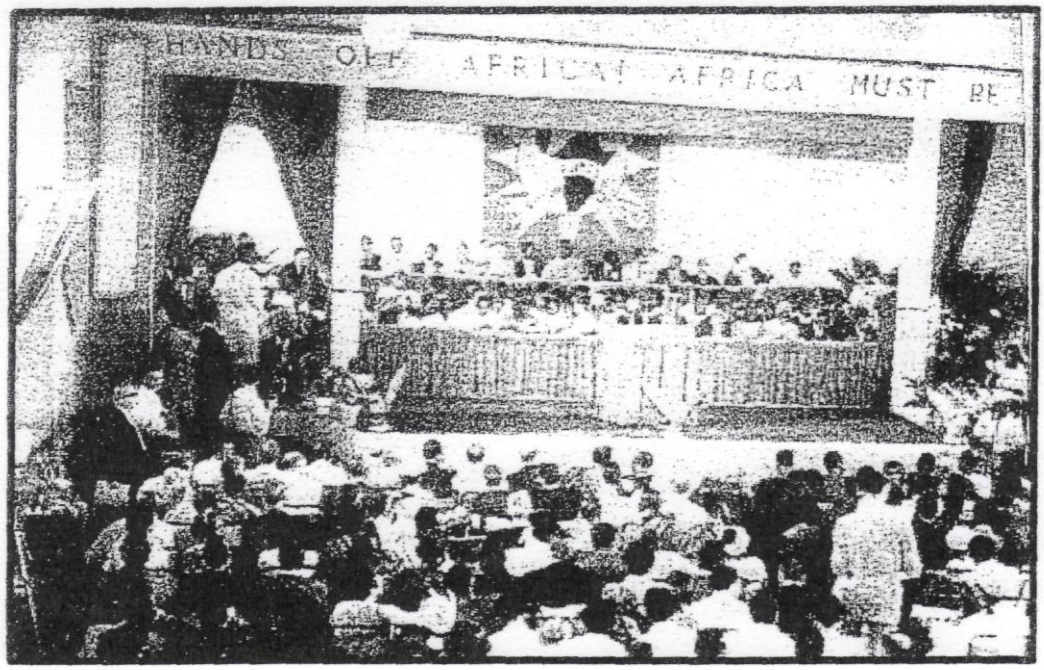
Thirdly, the colonised peoples of Asia began to demand their independence. By the end of the war it was clear that Britain would have to give independence to Burma, India, and Ceylon (Sri Lanka). The growing strength and success of Asian nationalism became an encouragement to African nationalism.

But African nationalism - meaning, essentially, the demand for anti-colonial change and even for independence - had already moved ahead in response to the Atlantic Charter of 1941 This was a solemn declaration by President Roosevelt of the USA and Prime Minister Churchill of Britain. It promised that after the Allies won the war they would 'respect the right of all peoples to choose the form of government under which they will live'.

SOURCE 3C

The following is a photograph of a meeting of the All-African People's Conference in Accra, Ghana held in 1958. African delegates discussed the road to decolonisation.

Take note of the banner, which reads: **'Hands off Africa! Africa must be free!'** The word 'free' does not appear on the banner reflected in this source.



SOURCE 3D

The following is an excerpt from a speech made by I Macleod, British Colonial Secretary. It is about the re-awakening of African nationalism which led to the development of political movements that fought for freedom and independence.

We could not possibly have held by force our territories in Africa. We could not with an enormous force of troops even continue to hold the small island of Cyprus. General de Gaulle could not hold on to Algeria. The march of men towards freedom cannot be halted. It can only be guided. Of course there were risks in moving quickly but there were *even bigger* risks in moving slowly.
Our task is completed. Our African territories are very different places now from when we arrived. Among other things they have a respect for democratic values.

SOURCE 3E

This is an extract from a speech by British Prime Minister, Harold Macmillan, to the South African Parliament, February 1960. The extract is taken from *Causes and Consequences of Independence in Africa.*

> The most striking of all the impressions I have formed since I left London a month ago is of 'the strength of ... African national consciousness. In different places it may take different forms. But it is happening everywhere. The wind of change is blowing through this continent.