



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 11

NOVEMBER 2011

HISTORY P2

MARKS: 150

TIME: 3 hours



This question paper consists of 7 pages and an addendum of 13 pages.

INSTRUCTIONS AND INFORMATION

1. This question paper consists of THREE questions based on the prescribed framework for 2009 which is as follows:

QUESTION 1: PSEUDO-SCIENTIFIC RACISM AND SOCIAL-DARWINISM

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

QUESTION 3: APARTHEID

2. Each question counts 75 marks and begins with a key question.
3. Candidates are required to answer TWO questions. Each question consists of both source based questions which counts 45 marks and the extended writing which counts 30 marks, for a total of 75 marks.
4. In the answer of questions, candidates are required to demonstrate application of knowledge, skills and insight.
5. Direct quoting from sources will be to the disadvantage of the candidates.
6. Number your answers correctly by using the same numbering system as in the question paper.
7. Write neatly and legibly.

QUESTION 1: HOW WAS RACISM APPLIED ON BLACK AMERICANS IN THE USA IN THE 1900's?

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

1.1 Study Source 1A.

1.1.1 Use the source and your own knowledge to explain what is meant by "Jim Crow" laws. (1 x 2) (2)

1.1.2 By using the source, explain of which basic human rights was black Americans deprived of in the southern states. (2 x 1) (2)

1.2 Study Source 1B.

1.2.1 Use your own knowledge and explain who, or what the Ku Klux Klan was. (1 x 2) (2)

1.2.2 Use the source your own knowledge and explain what the aims of the Ku Klux Klan were. (3 x 1) (3)

1.2.3 Use the source and name the ways in which the victims of the Klan were punished. (2 x 1) (2)

1.2.4 Use your own knowledge and explain why lynching can be regarded as a gross violation of human rights. (2 x 2) (4)

1.2.5 What message does the photograph convey? (2 x 2) (4)

1.3 Use Source 1C.

1.3.1 Compare Viewpoint 1 with Viewpoint 2 and mention the main difference between the two viewpoints. (2 x 2) (4)

1.3.2 Why, according the source did Agnes Smedley not stand up for her beliefs? (1 x 2) (2)

1.3.3 By using your own knowledge give your opinion on James Eastland's view on segregation. (2 x 2) (4)

1.4 Refer to Source 1D.

1.4.1 Explain how Source1C, Viewpoint 2, contradict this source. (2 x 2) (4)

1.4.2 How does Source 1B complement (support) Source 1D? (1 x 2) (2)

- 1.4.3 Use the source and your own knowledge and explain whether the students were justified not to allow Elizabeth Eckford into the white school? Motivate your answer. (2 x 2) (4)
- 1.5 Use all the sources and your own knowledge to write a paragraph of about SIX lines (60 words) and explain how the actions of the KKK differed from the constitution of America. (6)
- 1.6 EXTENDED WRITING (Your answer should be two pages in length.)
Answer either question 1.6.1 OR 1.6.2.
- 1.6.1 Discuss how racism was applied on Black Americans in America in the 1900s. (30)
- OR**
- 1.6.2 Use all the sources and your own knowledge and write an article for a history journal on the following topic:
- “Although Black Americans has been emancipated (set free as slaves) they were never free.” (30)
- [75]**

QUESTION 2: WHAT FACTORS BEFORE AND AFTER WORLD WAR TWO CONTRIBUTED TO THE DECOLONISATION PROCESS IN AFRICA?

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

- 2.1 Refer to Source 2A.
- 2.1.1 Use your own knowledge and explain what point the cartoon is making about the people in Africa. (1 x 2) (2)
- 2.1.2 Using your own knowledge explain, who or what was chaining Africa. (2 x 1) (2)
- 2.1.3 Using your own knowledge, identify what international event during 1939 – 1945 promoted the urge of African states to become independent. (1 x 2) (2)
- 2.2 Study Source 2B.
- 2.2.1 Use the source and your own knowledge and explain the concept *Pan-Africanism*. (1 x 2) (2)
- 2.2.2 Use the source, and identify the main aim of the congress. (1 x 1) (1)
- 2.2.3 Use the source and your own knowledge and explain what bad treatment African countries had to endure. (2 x 2) (4)

- 2.2.4 Use the information from the source and your own knowledge and explain why there was an intensified demand for independence after World War Two. (2 x 2) (4)
- 2.2.5 According to the source, what methods were suggested by Kwame Nkrumah to get rid of the colonial powers? (2 x 1) (2)
(2)
- 2.2.6 Use your own knowledge and the source and explain whether Pan-Africanism had a positive effect on African countries. Motivate your answer. (2 x 2) (4)
- 2.3 Use Source 2C.
- 2.3.1 According to Viewpoint 1, what were the benefits blacks would enjoy for being loyal to Britain? (3 x 1) (3)
- 2.3.2 Use your own knowledge, and explain what gains Britain hoped to achieve by persuading large number of Africans to apply for these certificates. (2 x 2) (4)
- 2.3.3 Use Viewpoint 2 and your own knowledge, and explain what kind of attitude the Africans had taken towards Britain. (1 x 3) (3)
- 2.3.4 Using your own knowledge, explain who or what the Mau-Mau movement was. (1 x 2) (2)
- 2.3.5 Compare Viewpoint 1 with Viewpoint 2 to explain which viewpoint best express the desire of the Kenyan people. Motivate your answer. (2 x 2) (4)
- 2.4 Use all the sources and your own knowledge to write a paragraph of about SIX lines (60 words) on the reasons why African countries found themselves in chains and how they broke it to gain independence. (6)
- 2.5 EXTENDED WRITING (Your answer should be about two pages in length.)
- Answer either QUESTION 2.5.1 OR QUESTION 2.5.2.
- 2.5.1 Discuss how the rise of African nationalism led to the independence of various African states. (30)
- OR**
- 2.5.2 Use all the sources and your own knowledge and write an article on the following topic:
- “Africa’s desire to be independent became stronger after World War Two.” In your article you should also indicate how World War Two and other factors contributed to Africa become independent. (30)

[75]

QUESTION 3: HOW DID THE FREEDOM CHARTER CHALLENGE THE APARTHEID GOVERNMENT AND THE RESULTS THEREOF?

Study sources 3A, 3B, 3C and 3D.

3.1 Refer to Source 3A.

- 3.1.1 Use the source and identify what type of government was envisaged for South Africa. (1 x 2) (2)
- 3.1.2 Use the source and your own knowledge and explain the historical importance of the Freedom Charter. (2 x 2) (4)
- 3.1.3 Use the source and your own knowledge and explain what Luthuli meant with his statement. (2 x 2) (4)
- 3.1.4 Use the source, and name at least THREE liberation movements that were present at Kliptown. (3 x 1) (3)
- 3.1.5 Use the source and identify what document came from the Kliptown meeting in 1955. (1 x 1) (1)

3.2 Use Source 3B.

- 3.2.1 Extract a sentence from Viewpoint 1 that explains how the apartheid system worked. (1x1) (1)
- 3.2.2 How useful is Viewpoint 1 to a historian studying the drawing up of the Freedom Charter? Motivate your answer. (2 x 2) (4)
- 3.2.3 Use the source and your own knowledge, to explain how Viewpoint 1 differs from Viewpoint 2. (2 x 2) (4)

3.3 Use Source 3C.

- 3.3.1 Use your own knowledge and explain the term *high treason*. (1 x 2) (2)
- 3.3.2 Use your own knowledge and explain what the sentence was for high treason in South Africa at that time. (1 x 2) (2)
- 3.3.3 By using your own knowledge explain why the government prolonged the trial. (1 x 2) (2)
- 3.3.4 Use your own knowledge and the source and explain why the accused were guided by armed police and why army forces were deployed around the Drill Hall. (2 x 2) (4)

- 3.3.5 Explain what the accused meant by the note and words; “Dangerous, do not feed.” (2 x 2) (4)
- 3.3.6 Use the source and your own knowledge, and explain what the attitude of the accused during the hearing was. (1 x 2) (2)
- 3.4 Use all the sources and your own knowledge to write a paragraph of about SIX (60 words) on how the Freedom Charter represents the demands of the people and its connections with the new constitution of South Africa. (6)
- 3.5 EXTENDED WRITING (Your answer should be about two pages in length.) Answer either QUESTION 3.5.1 OR QUESTION 3.5.2.
- 3.5.1 “The Freedom Charter was but one way of showing resistance to the Apartheid government.” Discuss the other types of resistance in the 1950s. (30)

OR

- 3.5.2 Use all the sources and your own knowledge and write an article on the following topic:
- ‘The liberation movement started a new resistance plan, the Congress Alliance.’ Also include the results of this plan. (30)

[75]

TOTAL: 150