



Province of the  
**EASTERN CAPE**  
EDUCATION

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 11**

**HISTORY – SECOND PAPER  
ADDENDUM  
NOVEMBER 2009**

**MARKS: 150**

**TIME: 3 hours**

---

This addendum consists of 10 pages.

---

**QUESTION 1: HOW DID THE IDEAS OF SOCIAL DARWINISM AND EUGENICS INFLUENCE RACIAL POLICIES IN NAZI-GERMANY?**

**SOURCE 1A**

This is an extract explaining the beliefs of Social Darwinism taken from *Looking into the Past Grade 12* by M. Friedman et al.

Within the human species, nations are locked in a struggle for survival. Everywhere, civilized nations are supplanting (replacing) barbarous nations. Advanced civilization, obviously, has inherited valuable traits from its ancestors. Underdeveloped cultures, except in hostile climates, will soon die off. Therefore, natural order obligates powerful, civilized nations to appropriate (take over) the limited resources of the weak.

**SOURCE 1B**

The following extract is taken from *Looking into the Past Grade 12* by M. Friedman et al. explains what eugenics is and its implications for society.

... In other words Eugenics was the belief that social problems could be solved by getting rid of certain sections of the population. The eugenics movement concentrated on differences between people and categorised them into fit and unfit. Eugenicists believed that the weak should be allowed to die off so as to not weaken the racial stock. This was done by encouraging sterilisation, abortion and contraception amongst the so-called inferior groups whilst a higher birth-rate must be promoted amongst the so called superior groups.

**SOURCE 1C**

The following extract shows how the Nazi government discriminated against the Jews and taken from *The Holocaust: A Short History* by W. Benz.

From March 1936 there was no longer any financial assistance for Jewish families with several children; in October 1936 Jewish teachers were forbidden to give private tuition to non-Jews. This, in effect, often robbed the teachers concerned of the last source of income left to them after they had been forbidden to work in the public service. From 1937 Jews could no longer attain a doctorate at universities; In September 1937 Jewish doctors had their accreditation with all health insurers withdrawn; in July 1938 they lost their license to practice medicine. Within a short time the same fate befell lawyers and other professional groups.

**SOURCE 1D**

This photo is taken from *The Yellow Star: The persecution of the Jews in Europe 1933 – 1945* by G. Schoenberrer. It depicts the treatment of Jewish prisoners in Nazi concentration camps.



**QUESTION 2: HOW DID THE DECOLONISATION PROCESS EVENTUALLY  
LED TO THE FREEDOM AND INDEPENDENCE OF THE  
AFRICAN STATES?**

**SOURCE 2A**

This is an excerpt from a study told by a Zimbabwean (African) writer about the Second World War. The dialogue explains the reason why the colonies should be given their independence.

“Away with Hitler! Down with him,” said the British officer. “What’s wrong with Hitler?” asked the African.

“He wants to rule the whole world,” said the British officer.

“What’s wrong with that?”

“He is German you see,” said the British officer...

“What’s wrong with being German?”

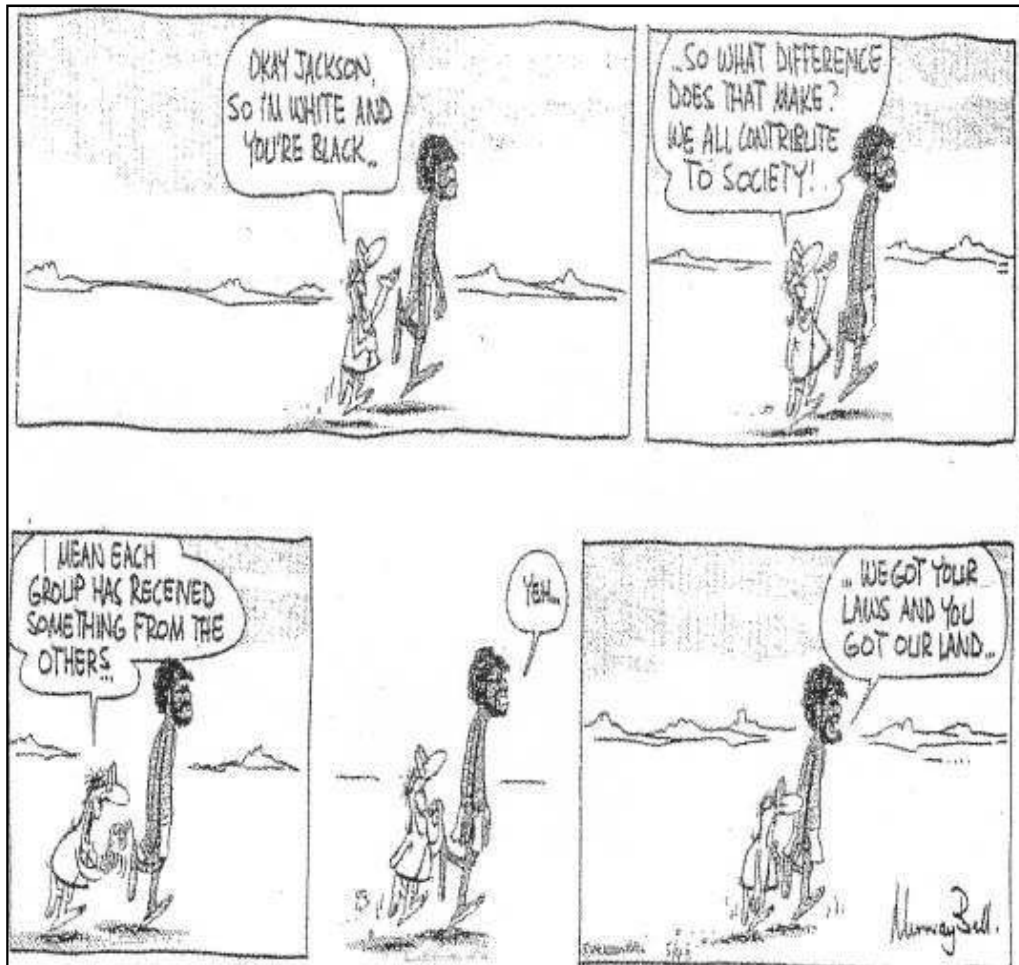
“You see,” said the British officer, trying to explain, “it is not good for one tribe to rule another. Each tribe must rule itself. That’s only fair.

A German must rule Germans, an Italian, Italians and a Frenchman, French people...”

But the extremely wary British officer did not say, “A Briton, Britons”. “What he said, however, carried weight with the Africans who rallied in thousands under the British flag. They joined the war to end the threat of Nazi domination.

**SOURCE 2B**

This cartoon deals with the impact of colonialism on African society taken from *History for Grade 11* by Hugo, P. et al.



**SOURCE 2C**

This is an extract describing Kenya's struggle for independence.

The situation in the British colony of Kenya was much the same as that in Ghana. The exploitation of Kenyan resources and oppression of its people were typically trademarks of British imperialism. The road to autonomy, however, was dramatically different. Kenya's nationalist leader, Jomo Kenyatta, began his movement using passive resistance. However, Great Britain refused to end its imperialisation of Kenya and had imprisoned Kenyatta for guerrilla warfare he may or may not have called for.

Regardless, the Mau-Mau, Kenyan guerrilla fighters, resisted British troops until Great Britain released Kenyatta and left in 1963 with Kenyatta as the prime minister of a free Kenya.

**SOURCE 2D**

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. To act quickly was dangerous but of course 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.

**QUESTION 3: WHAT SIGNIFICANT ROLE DID WOMEN OF DIFFERENT RACE GROUPS PLAY IN RESISTING THE APARTHEID LAWS IN THE 1950s?**

**SOURCE 3A**

This is an extract on the Women's March to the Union Buildings that appeared in *Drum* magazine in September 1956.

On 9 August 1956, 20 000 women of all races, from the cities and towns, from reserves and villages, took a petition addressed to the Prime Minister to the Union Buildings in Pretoria. He was not in. Their petition demanded of Strijdom that the pass laws be abolished.

Many of the women carried babies on their backs. The majority was from the Transvaal, but at least 200 had come from other provinces. Helen Joseph, Lilian Ngoyi, Rahima Moosa and Sophie Williams left the petitions outside the empty office of the Minister of Native Affairs.

The women waited in the forecourt of the Union Buildings in silence for half an hour, and then sang, together '*Wathint' abafazi, wathint' imbokodo, uzokufa*' (You have tampered with the women, you have struck a rock, you shall be destroyed). It was meant for Strijdom. Civil servants, milling about and witnessing the scene, looked astonished. Then the women quietly left.

**SOURCE 3B**

A photograph of the leaders of the Women's March in 1956 delivering petitions to the Prime Minister's Office.



**SOURCE 3C**

This is a photograph showing women resisting pass laws. They all participated in the Women's March in 1956. Black women marched against the apartheid government's introduction of passes for African women. The ANC Women's League and the Federation of South African Women organised a massive march by women against passes in 1956 singing, 'Strijdom, you have struck a rock,' In reference to Prime Minister Strydom who took over from Malan.



**SOURCE 3D**

This is part of the petition that the women delivered to the office of the Minister of Native Affairs on 9 August 1956 at the Union Buildings.

...We are the women from every part of South Africa. We are women of every race, we come from the cities and the towns, from the reserves and the villages. For hundreds of years the African people have suffered under the most bitter law of all – the pass law – which has brought untold suffering to every African family.

Raids, arrests, loss of pay, long hours at the pass office, and weeks in the cells awaiting trials, forced farm labour – this is what the pass laws have brought to African men. Punishment and misery – not for a crime, but for the lack of a pass.

Your government proclaims aloud at home and abroad that the pass laws have been abolished, but we the women know that is not true. It is only the name that has changed. The 'reference book' and the pass are one. In March 1952 your Minister of Native Affairs denied in Parliament that a law would be introduced which would force African women to carry passes. But in 1956 your government is attempting to force passes upon the African women, and we are here today to protest against this insult to all women.

We want to tell you what the pass would mean to an African woman, and we want you to know that whether you call it a reference book, an identity book, or by any other disguising name, to us it is still a Pass...

## ACKNOWLEDGEMENTS

Visual sources and other historical evidence were taken from the following books:

- Bartels, J. et al. Shutters History, Grade 11, (Shuter & Shooters Publishers) 2006*  
*Benz, W. The Holocaust: A Short History (Profile Books Ltd.)*  
*Bottaro, J. et al. Oxford in Search of History Grade 11, (Oxford University Press) 2006*  
*Brink, E. et al. History For All, Grade 11, (Macmillan South Africa), 2006*  
*Deftereos, R. et al. Making History, Grade 11 (Heinemann Publishers) 2006*  
*Dugmore, C, et al. Viva History, Grade 11 (Vivlia Publishers) 2006*  
*Frick, N. et al. New Africa History, Grade 11 (New Africa Books) 2006*  
*Friedman, M. et al. Looking into the Past (Maskew Miller) 2006*  
*Govender, S.P. et al. New Generation History, Grade 12 (New Generation Publishing Enterprises C.C) 2004*  
*Govender, S.P. et al. New Generation History, Study Guide, Grade 12 (New Generation Publishing Enterprises C.C) 2004*  
*Hugo, P. et al. History Grade 11, (Nasou Via Afrika), 2006*  
*Pape, J. et al. Making History, Grade 12 (Heinemann Publishers) 1998*  
*Schoenberrrr, G. 1969. The Yellow Star. The Persecution of Jews in Europe 1933 – 1945 (Corgi Books)*