

Hillcrest High School

November 2019

3 Hours

Examiner: Mr Moore



History Exam

Grade 11

150 Marks

INSTRUCTIONS

Answer THREE questions, for 50 marks each, to give a total of 150 marks.

START EACH QUESTION ON A NEW PAGE

Students must answer at least one essay and one non-essay question.

SECTION A: SOURCE-BASED QUESTIONS

Question 1: Nationalisms- South Africa, the Middle East and Africa

Question focus: How did the Suez Crisis of 1956 add to the tensions in the Middle East?

1.1 Refer to source 1A.

What factors, according to Nasser, made Egypt “the obvious leader of the Arab world”? (1x3) (3)

1.2 Refer to Source 1B.

1.2.1 What interpretation did Eden put on Nasser’s seizure of the Suez Canal? (2x2) (4)

1.2.2 What was in fact the main reason for Egypt’s seizure of the Suez Canal? (1x2) (2)

1.2.3 Study the viewpoints expressed in Sources 1A and 1B and explain why a clash between Nasser and Eden was very likely to happen. (2x3) (6)

1.3 Refer to Source 1C

1.3.1 What was the nature of the Anglo-French attack on Egypt? (1x3) (3)

1.3.2 Look at the map. Explain the circumstances which led to the obtaining of the pieces of territory marked as having been captured by Israel in 1949. (2x2) (4)

1.3.3 Why do you think the United Nations sent Yugoslav, Indian and Canadian Troops to keep the peace in 1956? (2x2) (4)

1.4 Refer to Source 1D.

1.4.1 Explain why the UN and the countries are depicted the way they are. (2x4) (8)

1.4.2 Explain what the cartoonist is saying about the outcome of the Suez War of 1956. (3x2) (6)

1.5 Write a paragraph on the Suez Canal crisis from either the Egyptian or the Israeli point of view. (10)

[50]

Question 2: Ideas of race in the late 19th and 20th centuries

Question focus: What was eugenics and how was it implemented in South West Africa and Australia?

2.1 Refer to source 2A

2.1.1 What was Eugen Fischer's 'profession'? (1x2) (2)

2.1.2 Why was Fischer working in the camp in South West Africa? (1x2) (2)

2.1.3 Why was he measuring skulls? (1x2) (2)

2.1.4 What do you think is the attitude of the writer of this source towards Fischer's work? Quote to support your opinion. (2x2) (4)

2.1.5 From the information in the source, what do you think was the attitude of German colonists towards the indigenous people? Quote from the source to support your answer. (2x2) (4)

2.2 Refer to source 2B

Explain how this picture supports the information in Source A. (3x2) (6)

2.3 Refer to Source 2C

2.3.1 Explain why the eugenics movement has support. (2x2) (4)

2.3.2 Discuss the dangers of the eugenics argument that 'social problems Are hereditary by nature'. (3x2) (6)

2.3.3 What was the fate of the so-called "feeble minded"? (1x2) (2)

2.3.4 Does the person who wrote this source support the eugenics movement? Give reasons for your answer. (4x2) (8)

2.4 Refer to Source 2D

Josephine Flood argues that Australia's policies, based on the ideas of Cook and Neville were based on cultural, not racial superiority. Furthermore, that they differed from Nazi racist ideas. In a paragraph, explain Josephine Flood's argument and say whether you agree or disagree with her.

(10)
[50]

Question 3: Nationalism in South Africa - African Nationalism

Question focus: What factors contributed to the growth of African Nationalism in South Africa?

3.1 Refer to Source 3A

3.1.1 Define the term *Pan Africanism* in your own words. (1x2) (2)

3.1.2 Using the source, elaborate on the approach that best describes Pan Africanism as a movement. (1x2) (2)

3.1.3 Why do you think Pan Africanism is generally regarded as a 20th Century movement? (2x2) (4)

3.1.4 According to the source, what is the Eurocentric explanation of Pan-Africanism? (1x2) (2)

3.2 Refer to Source 3B

3.2.1 According to the table, which group shows the highest increase of Industrial workers for the period 1938-1945? (1x2) (2)

3.2.2 Use the information in the table and your own knowledge to explain why there was a growth of industrial workers after 1938. (2x2) (4)

3.2.3 According to the table, what is the increase in Black males from 1938-1945? (1x2) (2)

3.2.4 Explain the impact of Black urbanisation on the Apartheid policy. (2x2) (4)

3.3 Refer to Source 3C

3.3.1 Was the bus boycott well supported? Use visual clues from the source to support your answer. (Any 2x1) (2)

3.3.2 Use the source and your own knowledge to explain why the people of Alexandria embarked on a bus boycott. (Any 2x2) (4)

3.3.3 Explain how the bus boycott became a political struggle against Apartheid. (2x2) (4)

3.3.4 Use the source and your own knowledge to explain how the bus boycotts were resolved. (2x2) (4)

3.3.5 List ONE of the possible alternative means of transport to work that could be used by the protestors. (Any 1x2) (2)

3.3.6 What evidence is there in the source that suggests that the boycotts were peaceful events? (1x2) (2)

3.4 How does Eurocentric explanation of Pan-Africanism (Source 3A) support the evidence in source 3C with regard to African Nationalism? (2x2) (4)

3.6 Using the information in the relevant sources and your own knowledge Write a paragraph of about EIGHT lines (80 words) explaining the factors that Contributed to the growth of African nationalism in South Africa between the Years 1930-1940s.

(6)
[50]

SECTION B: ESSAY QUESTIONS

Question 4

“The inability to reconcile the conflicting National interests was the main cause of the ongoing conflict in the Middle East from 1948 to 1967.”

To what extent do you agree with this statement in terms of the wars of 1948, 1956 and 1967?

[50]

Question 5

Many historians believe that Afrikaner Nationalism was deliberately encouraged during the 20th century to only benefit a few of the elite Afrikaners.

Discuss the various events which happened in South Africa between 1924 and 1948 to determine to what extent you agree or disagree with this statement.

[50]

Question 6

‘During the 1950s the ANC and its allies hoped to bring about radical change in South Africa by means of non-violent mass protests. However, by 1960 it was clear that this strategy had failed.

Discuss some of the anti-Apartheid protests during this time period (1949-1960) and how the National Part government responded to them.

[50]

SOURCES

Source 1A

Egypt was located at the coincidence of three circles: the Arab circle; the African circle and the Islamic circle. Egypt's wealth, size, population and religious and intellectual qualities made it the obvious leader of the Arab world ..."

– *The Philosophy of the Revolution*, Gamal Abdul Nasser, Smith, Keynes & Marshall, 1955, New York

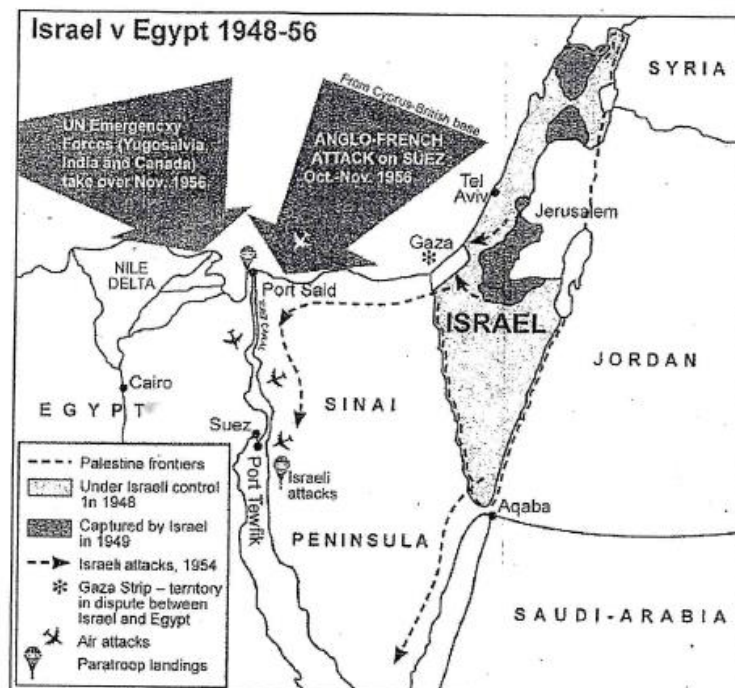
Source 1B

Sir Anthony Eden, Prime Minister of Britain wrote this in a letter to the USA President in September 1956

"... the seizure of the Suez Canal is, we are convinced, the opening gambit in a planned campaign designed by Nasser to expel all Western influence and interests from Arab countries ... which will in effect become Egyptian satellites if not Russian ones."

– *The Eden-Eisenhower Correspondence 1955-1957*, Peter Boyle (ed) University of North Carolina Press, 2005, North Carolina

Source 1C



Source 1D

This cartoon by Leslie Illingworth appeared in *Punch Magazine* on 28 November 1956. It shows a courtroom scene in which the United Nations, represented by the judge/teacher, is handing out punishment. The three men being punished are the Prime Ministers of Israel and Britain and the French President. President Nasser looks on with a grin as they write lines: 'I must not bully'. This refers to their attack on Egypt after Nasser nationalised the Suez Canal and for which they are being punished. In the background Russian President Krushchev wrestles Hungary to the ground. At the time of the Suez Crisis, Russia invaded and occupied Hungary. The UN did not intervene.

– *Punch* magazine, 28 November 1956,
London



Source 2A

The first time that the term "concentration camp" was used in the German parliament was in 1904, when camps had been established in German South West Africa. In the camps, racial biologist Eugen Fischer (1874-1967) collected support for his theories about the danger of racial mixture ("miscegenation"), which later impressed Adolf Hitler.

In the camps, Fischer made experiments on especially persons of mixed origin – the typical cases were children with an African mother and a German colonialist, sometimes results of rape. The purpose was to prove the inferiority of these so called "half-breeds" or "bastards". Only in the year 1906, there are reports that 778 autopsies were performed for the so-called race-biological research. Measuring skulls was a common method, and female prisoners were forced to scrape the skulls clean with glass shards before the examination.

Source 2B

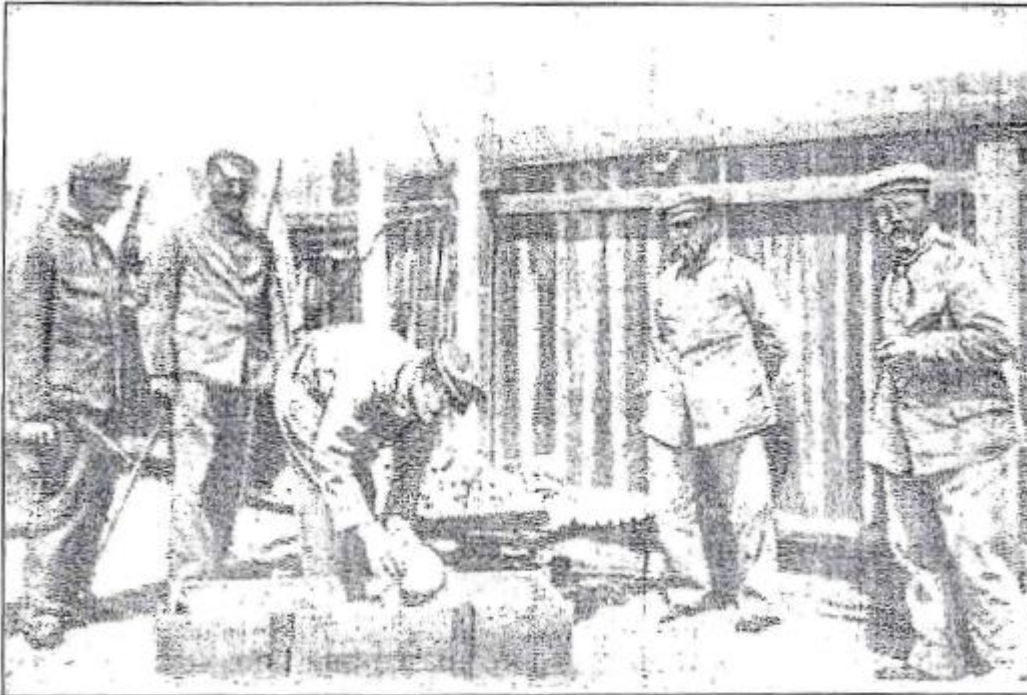


Photo from a postcard from German South West Africa: Loading of Herero skulls for German universities and museums. This photograph was taken on 1 July 1906.

– www.klausdierks.com

Source 2C

American scientists played a vanguard role in the eugenics movement, which also had its supporters in Scandinavia, Latin America and Japan. U.S. biologists like Charles B. Davenport and Harry H. Laughlin advocated keeping the "Anglo-American race" pure. Their premise was that most ailments, as well as such social problems as poverty and criminality, were hereditary in nature. Therefore persons with a "good genetic makeup" should be encouraged to have families, while "inferior" people of allegedly poor genetic stock should be prevented from reproducing. Among those people regarded as inferior were epileptics, manic-depressives, prostitutes, alcoholics, the homeless and criminals. Under the eugenics laws, people who came to the negative attention of the social authorities could be branded as "feeble-minded" by court order and legally forced to undergo sterilisation.

– *Dark Chapter of American History: US Court Battle over forced Sterilization*, Christa Piotrowski, 2000, Neuwe Züricher Zetnbg. Switzerland

Source 2D

The extract is written by the anthropologist and archaeologist Josephine Flood.

In her recent book, *The Original Australians*, she dismissed the notion that the kind of assimilation proposed by Cook and Neville in Australia was comparable to Nazi policies based on race. Flood wrote:

Racism is discrimination on the basis of perceived genetic superiority so racists do not promote assimilation since inferior genes of the minority group might pollute superior genes of the 'master race'. Thus to keep the Aryan race pure, Hitler determined to exterminate, not assimilate, Europe's Jews. Second, Australia's assimilation policy assumed cultural, not biological, superiority. It was not so much racist as ethnocentric and paternalistic — its authors believed their own culture was superior.

– *The Original Australians*, Josephine Flood, Allen & Unwin, 2006, Australia

SOURCE 3A

This extract focuses on the general approaches to Pan-Africanism which can be traced far back into the 15th century and beyond.

Pan-Africanism is a general term for various movements in Africa that have as their common goal the unity of Africans and the elimination of colonialism and white supremacy (upper-hand) from the continent.

There are two general approaches to Pan-Africanism, namely, the Afrocentric and Eurocentric. The Afrocentric approach posits that the historical struggle of Africans against external aggression, exploitation, occupation and domination did not begin with European contact or the incursion (sudden arrival) into Africa in the fifteenth century, but in the B.C. era.

Conversely, the Eurocentric explanation regards Pan-Africanism as an idea conceived (imagined) in response to European slavery and colonialism. Pan-Africanism is generally regarded as a 20th-century movement, even if it can be traced back far into the 15th-century and beyond.

[Taken from *Gaines Junction: Undergraduate Interdisciplinary Journal of History* Giselle D. Aris, 'Pan-Africanism: Competing Interpretations', (Vol. 3, No.1)]

SOURCE 3B

A table showing the growth in the number of industrial workers between the years 1938–1939.

	1938–1939	1944–1945
White males	116 193	130 415
White females	28 645	35 104
Black males	196 178	299 334
Black females	11 484	23 808

[Source: *Making History Grade 12*, Friedman, Mashini and Johannesson, 1998, p54]

SOURCE 3C

The picture shows long queues of people walking to work during the bus boycott of 1944 in Alexandria.



[Source: Published in *The Star*, 1944]

