



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 11

NOVEMBER 2018

HISTORY P2

MARKS: 150

TIME: 3 hours

This question paper consists of 9 pages and an addendum of 10 pages.

INSTRUCTIONS AND INFORMATION

1. This question paper consists of SECTION A and SECTION B based on the prescribed content framework as contained in the CAPS document.
2. **SECTION A: SOURCE-BASED QUESTIONS**

QUESTION 1: NATIONALISM IN SOUTH AFRICA – AFRIKANER NATIONALISM

QUESTION 2: NATIONALISM IN THE MIDDLE EAST

QUESTION 3: APARTHEID SOUTH AFRICA – 1940s TO 1960s

SECTION B: ESSAY QUESTIONS

QUESTION 4: NATIONALISM IN SOUTH AFRICA – AFRICAN NATIONALISM

QUESTION 5: NATIONALISM IN AFRICA – GHANA

QUESTION 6: APARTHEID SOUTH AFRICA – 1940s TO 1960s
3. SECTION A consists of THREE source-based questions. Source material that is required to answer these questions will be found in the accompanying ADDENDUM of sources.
4. SECTION B consists of THREE essay questions.
5. Answer THREE questions as follows:
 - 5.1 At least ONE must be a source-based question and at least ONE must be an essay question.
 - 5.2 The THIRD question can either be a source-based question or an essay question.
6. You are advised to spend at least ONE hour per question.
7. When answering questions, candidates should apply their knowledge, skills and insight.
8. A mere rewriting of the sources as answers will disadvantage candidates.
9. Questions and subsections of questions must be numbered clearly and correctly using the same numbering system used in the question paper.
10. Write neatly and legibly.

SECTION A: SOURCE-BASED QUESTIONS

Answer at least ONE question from this section but not more than TWO questions.

QUESTION 1: HOW WAS AFRIKANER NATIONALISM ENTRENCHED IN SOUTH AFRICA BETWEEN 1910 AND 1948?

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

1.1 Refer to Source 1A.

- 1.1.1 What, according to the source, were the two main problems facing Afrikaners living in the urban centres? (2 x 1) (2)
- 1.1.2 Quote evidence from the source that suggest that the Afrikaners were not only concerned about their language. (1 x1) (1)
- 1.1.3 Why do you think Afrikaners were so afraid of Anglicisation? (2 x 2) (4)
- 1.1.4 Use the information in the source and your own knowledge to explain how the Afrikaners went about to secure the survival of their language. (2 x 2) (4)

1.2 Consult Source 1B.

- 1.2.1 Identify TWO ways which the Afrikaners wanted to address race relations in South Africa. (2 x 1) (2)
- 1.2.2 Comment on how the farmers and the business people differed from the Afrikaner workers with regards to the solution to the race relation problem. (2 x 2) (4)
- 1.2.3 Explain why you think Afrikaner workers wanted greater protection from African competition. (2 x 2) (4)
- 1.2.4 Use your own knowledge to explain what is meant by the statement 'blueprint for a complete economic and political segregation'. (1 x 2) (2)

1.3 View Source 1C.

- 1.3.1 Which organisation laid the platform for the economic coordination of Afrikaner resources? (1 x 1) (1)
- 1.3.2 Define the concept '*Afrikaner capitalism/volkskapitalisme*' in the context of Afrikaner nationalism. (1 x 2) (2)

- 1.3.3 List FOUR ways in which Afrikaners were encouraged to contribute towards the creation of Afrikaner capitalism ('volkskapitalisme'). (4 x 1) (4)
- 1.3.4 Explain the usefulness of this source to historians researching the establishment of 'volkskapitalisme' (Afrikaner capitalism). (2 x 2) (4)
- 1.4 Read Source 1D.
- 1.4.1 Define the concept '*Broederbond*' in the context of Afrikaner nationalism. (1 x 2) (2)
- 1.4.2 Use the source and your own knowledge to explain the aims of the Broederbond. (2 x 2) (4)
- 1.4.3 To what extent was the Broederbond successful in achieving their aims? (2 x 2) (4)
- 1.5 Using the information in the relevant sources and your own knowledge, write a paragraph of about SIX lines (60 words) explaining how Afrikaner nationalism was entrenched in South Africa between 1910 and 1948. (6)
- [50]**

QUESTION 2: HOW DID THE SIX-DAY WAR OF 1967 ADD TO THE TENSIONS IN THE MIDDLE EAST?

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

2.1 Read Source 2A.

- | | | | |
|-------|--|---------|-----|
| 2.1.1 | According to the source, name the organisation responsible to keep peace in the Middle East. | (1 x 1) | (1) |
| 2.1.2 | Quote evidence from the source that suggests that both the Israelis and Arabs were prepared for war. | (2 x 1) | (2) |
| 2.1.3 | List THREE immediate causes of the Six Day War. | (3 x 1) | (3) |
| 2.1.4 | Why do you think Israel was constantly under threat from the Arabs? | (2 x 2) | (4) |
| 2.1.5 | Explain to what extent the United Nations was successful in resolving the 'Palestinian issue'. | (2 x 2) | (4) |

2.2 Study Source 2B.

- | | | | |
|-------|---|---------|-----|
| 2.2.1 | Identify the TWO major countries that fought in the Six Day war. | (2 x 1) | (2) |
| 2.2.2 | Which country started the Six Day War? | (1 x 1) | (1) |
| 2.2.3 | Name the THREE territories that Israel occupied after the Six Day War. | (3 x 1) | (3) |
| 2.2.4 | Why, do you think, was Israel so successful in defeating the Arabs within six days? | (2 x 2) | (4) |

2.3 Consult Source 2C.

- | | | | |
|-------|---|---------|-----|
| 2.3.1 | What message does the picture portray with regards to the consequences of the Six Day War? | (1 x 2) | (2) |
| 2.3.2 | Compare Sources 2B and 2D. How does the information in Source 2B support the evidence in Source 2D with regards to consequences of the Six Day war? | (1 x 2) | (2) |

2.4 Study Source 2D.

- 2.4.1 What was the name given to the peace resolution after the Six Day War? (1 x 2) (2)
- 2.4.2 Use the source and your own knowledge to explain how Israel was protected by this peace resolution. (2 x 2) (4)
- 2.4.3 By referring to point 2 in the resolution, explain the importance of the word 'boundaries' in the context of the Arab-Israeli conflict. (2 x 2) (4)
- 2.4.4 Comment on the United Nations' statement that Israel should look at 'achieving a just settlement of the refugee problem'. (2 x 2) (4)
- 2.4.5 Explain the usefulness of this source for historians researching the role of the UN in resolving the Six Day War (1 x 2) (2)

- 2.5 Using the information in the relevant sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining how the Six Day War of 1967 contributed to tensions in the Middle East. (6)
- [50]**

QUESTION 3: HOW DID THE BANTU EDUCATION ACT OF 1953 CHANGE THE LIVES OF BLACK STUDENTS IN SOUTH AFRICA IN THE 1950s?

Study Sources 3A, 3B, 3C and 3D to answer the following questions.

3.1 Read Source 3A.

- 3.1.1 Who, according to the source, was the Minister of Native Affairs of the National party in 1953? (1 x 1) (1)
- 3.1.2 How, according to the source, did Verwoerd bring Black education under government control? (3 x 1) (3)
- 3.1.3 Why do you think Verwoerd placed black education under government control? (2 x 2) (4)
- 3.1.4 Explain the meaning of Verwoerd's statement that 'the black school must equip the Bantu to meet the demands which the economic life will impose on him'. (2 x 2) (4)

3.2 Consult Source 3B.

- 3.2.1 Which schools, according to the information in the source, played a crucial part in giving Blacks a decent education before apartheid? (1 x 2) (2)
- 3.2.2 Name TWO fine individuals that graduated from mission schools. (2 x 1) (2)
- 3.2.3 Use the source and your own knowledge to explain why the government was against missionary schools. (2 x 2) (4)
- 3.2.4 Which Act, according to the source, introduced mother-tongue education for black children in 1953? (1 x 2) (2)
- 3.2.5 Comment on why black children were taught a different syllabus to that of whites. (2 x 2) (4)

3.3 Read Source 3C.

3.3.1 What, according to the source, was the main aim of the Extension of the University Act of 1959? (1 x 2) (2)

3.3.2 List TWO universities that catered for Afrikaans speaking whites. (1 x 2) (2)

3.3.3 Why do you think the apartheid government implemented the Extension of the Universities Act of 1959? (1 x 2) (2)

3.3.4 What is meant by the statement '... but applied a strict colour-bar in social and sporting events'? (2 x 2) (4)

3.4 Consult Source 3D.

3.4.1 What can you learn about the conditions of black education as depicted in the source? (2 x 2) (4)

3.4.3 Compare Sources 3A and 3D. How does the information in Source 3A support the evidence in Source 3D with regards to the aims of Bantu Education? (2 x 2) (4)

3.5 Using the information in the relevant sources and your own knowledge, write a paragraph of about SIX lines (60 words) explaining the change that the Bantu Education Act of 1951 had on the lives of black students in South Africa in the 1950's. (6)

[50]

SECTION B: ESSAY QUESTIONS

Answer at least ONE, but not more than TWO questions from this section.

QUESTION 4: AFRICAN NATIONALISM

Critically discuss the various factors that led to the rise of African nationalism in South Africa from the period 1900 to 1953.

[50]**QUESTION 5: NATIONALISM IN THE MIDDLE EAST**

‘The influence of World War Two led to a massive increase in political activism and the subsequent independence of Ghana.’

Do you agree with the statement? Support your argument with relevant historical evidence.

[50]**QUESTION 6: RESISTANCE IN SOUTH AFRICA – 1940s TO 1960s**

‘The Sharpeville massacre can be seen as the beginning of the armed struggle against the repressive laws of the apartheid state.’

Explain to what extent this statement is accurate by referring to the nature of resistance in the 1960s.

[50]**TOTAL: 150**