



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 11

NOVEMBER 2013

HISTORY P2

MARKS: 150

TIME: 3 hours

This question paper consists of 8 pages and addendum of 8 pages.

INSTRUCTIONS AND INFORMATION TO CANDIDATES

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 consists of THREE (3) source-based questions. Source material that is required to answer questions will be found in the ADDENDUM.
3. SECTION B consists of SIX (6) essay questions.
4. Do NOT answer TWO (2) essay questions from the same theme.
5. Answer THREE (3) questions as follows:
 - 5.1 At least ONE (1) must be a source-based question and at least ONE (1) must be an essay question.
 - 5.2 The third question can be either a source-based question or an essay question.
6. When answering questions, candidates should apply their knowledge, skill and insight.
7. A mere rewriting of the sources as answers will disadvantage candidates.
8. Questions and subsections of questions must be numbered clearly and correctly.
9. Write neatly and legibly.

SECTION A: SOURCE-BASED QUESTIONS

Answer at least ONE (1) question from this section.

QUESTION 1: NATIONALISM IN SOUTH AFRICA**KEY QUESTION: WHAT INFLUENCE DID WORLD WAR II HAVE ON AFRICAN NATIONALISM IN SOUTH AFRICA?**

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

1.1 Refer to Source 1A.

- 1.1.1 Use your own knowledge to identify what portfolio Dr Xuma had in the ANC in the 1940s. (1 x 1) (1)
- 1.1.2 Use the source and your own knowledge to explain why the ANC decided to participate in World War II. (2 x 2) (4)
- 1.1.3 According to the source, what type of work was given to black soldiers during World War II? (4 x 1) (4)
- 1.1.4 What message is being reflected in this photo? (1 x 3) (3)

1.2 Read Source 1B.

- 1.2.1 In your own words define the following concepts:
 - (a) African Nationalism (1 x 2) (2)
 - (b) Democracy (1 x 2) (2)
- 1.2.2 Use the source and your knowledge and explain how World War II contributed to the rise of African Nationalism. (2 x 2) (4)
- 1.2.3 According to the source, what demands were made by the ANC in their document "African claims" in South Africa? (3 x 1) (3)

- 1.3 Read Source 1A and Source 1B. Use the sources and your own knowledge to explain whether the hopes and wishes of the ANC were granted after World War II. Motivate your answer. (2 x 2) (4)

1.4 Refer to Source 1C.

- 1.4.1 Use your own knowledge to identify what major event of the trade union movement in 1946 influenced the leadership of the ANC. (1 x 2) (2)
- 1.4.2 Use your own knowledge to explain what it means that the ANC leadership was still conservative in their approach towards the apartheid government. (1 x 2) (2)
- 1.4.3 Use the source and your own knowledge to explain the main reasons for the discontent in the ANC camp. (2 x 2) (4)
- 1.4.4 Who became the first leader of Pan Africanist Congress (PAC) in South Africa? (1 x 1) (1)

1.5 Study Source 1D.

- 1.5.1 Extract evidence from the source that shows that the ANC Youth League (ANCYL) adopted a new form of resistance. (4 x 1) (4)
- 1.5.2 How useful is this source to a historian studying the change that the ANC went through? (1 x 2) (2)

- 1.6 Use the sources and your own knowledge to write a paragraph of about EIGHT lines (80 words) on the influence of President Xuma's "African Claims" on the rise of African Nationalism. (8)

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QUESTION 2: NATIONALISM IN THE MIDDLE EAST**KEY QUESTION: WHAT WERE THE CONSEQUENCES OF THE NATIONALIST ASPIRATIONS OF THE PALESTINIANS AND THE ISRAELI'S?**

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

2.1 Refer to Source 2A.

- 2.1.1 Define the following terms using the sources and your own knowledge:
- | | | |
|--------------|---------|-----|
| (a) Zionism | (1 x 2) | (2) |
| (b) Diaspora | (1 x 2) | (2) |
- 2.1.2 To which country is “a home in our country” referring to? (1 x 1) (1)
- 2.1.3 Use the source and your own knowledge to explain what is meant by the following statement relating to Palestine: “The bride is beautiful but she is married to another man”. (1 x 2) (2)
- 2.1.4 Who inhabited Palestine before the mass immigration of Jews to Palestine took place? (1 x 2) (2)
- 2.1.5 Use the source and your own knowledge to explain what the Jew slogan “A land without people for a people without land” tell you about the attitude of the Jews. (2 x 2) (4)

2.2 Consult Source 2B.

- 2.2.1 Using your own knowledge and the source, explain the implications that the declaration of the state of Israel had on the Jewish-Arab relationship in Palestine. (2 x 2) (4)
- 2.2.2 According to the source, what surprise awaited the returning Palestinian Arabs in Israel? (3 x 1) (3)
- 2.2.3 Use the source and your own knowledge and explain whether the Arab countries were justified to refuse refugees from Palestine to stay in their countries. Motivate your answer. (2 x 2) (4)

2.3 Study Source 2C(I) and Source 2C(II).

Source 2C(I)

- 2.3.1 Explain why the national aim of the Arab states was, "the eradication of Israel". (2 x 2) (4)
- 2.3.2 Use your own knowledge to identify which event led to Nasser being perceived as leader of the Arabs nation. (1 x 2) (2)
- 2.3.3 Use the source and your own knowledge to explain Israel's attitude and reaction to the Arab states. (1 x 2) (2)
- 2.3.4 How useful will this source be to a historian studying who were responsible for the outbreak of the Six Day war? Motivate your answer. (2 x 2) (4)

Source 2C(II)

- 2.3.5 Explain what is happening in the first frame of the cartoon. (1 x 2) (2)
- 2.3.6 To what does the cartoonist attribute the increase in size and strength of the figure representing Israel in the second frame? (1 x 2) (2)
- 2.3.7 Use your own knowledge and explain to what the sign post in the second frame refers to. (1 x 2) (2)
- 2.4 Use all the sources and your own knowledge and write a paragraph of EIGHT lines (80 words) on how Jewish nationalism and Palestinian/Arab nationalism hampered peaceful settlement in the Middle East. (8)

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QUESTION 3: APARTHEID SOUTH AFRICA – 1940s TO 1960s**KEY QUESTION: HOW DID THE APARTHEID LAWS VIOLATE THE HUMAN RIGHTS OF THE PEOPLE OF SOUTH AFRICA?**

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

3.1 Refer to Source 3A.

- 3.1.1 In your own words define the term *apartheid*. (1 x 2) (2)
- 3.1.2 Use your own knowledge and explain some of the laws as mentioned in the source that kept blacks in a subordinate position in the workplace. (3 x 2) (6)
- 3.1.3 How, according to the source, did the capitalist employers gain from the apartheid laws? (1 x 2) (2)
- 3.1.4 Use the source and your own knowledge to explain what Prime Minister H.F. Verwoerd meant when he said, "that if blacks got the same education as whites it would mislead them ...". (3 x 2) (6)

3.2 Refer to Source 3B.

- 3.2.1 Use the source and your own knowledge to explain the meaning of the following Apartheid legislations:
- (a) Group Areas Act (1 x 2) (2)
- (b) Population Registration Act (1 x 2) (2)
- 3.2.2 Use your own knowledge to explain on what theory the prevention of mixing races is based on (creating a pure race). (1 x 2) (2)
- 3.2.3 Use the source on your own knowledge and explain whether the nationalist government were justified to imply that the measures taken were seen "as the price we have to pay". Motivate your answer. (2 x 2) (4)

3.3 Study Source 3C.

- 3.3.1 Who, according to the source, were the responsible authorities that moved people in an insensitive manner? (1 x 2) (2)
- 3.3.2 Quote TWO sentences from the source that show that the removal was done in a harsh and insensitive manner. (2 x 2) (4)
- 3.3.3 Why, according the source, did the government decide to remove the people from District Six? (2 x 1) (2)
- 3.3.4 Use the source and your own knowledge and explain the similarities between the written source and the poem. (2 x 2) (4)
- 3.3.5 Use the source and your own knowledge and explain in what way this poem can be useful to a historian studying the forced removals. (4)

3.4 Use all the sources and your own knowledge to write a paragraph of EIGHT lines (80 words) on how the lives of people/communities were affected by the Group Areas Act.

(8)

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SECTION B: ESSAY QUESTIONS**QUESTION 4: NATIONALISM IN SOUTH AFRICA – AFRIKANER NATIONALISM****QUESTION 4A**

Explain the reasons for the rise of Afrikaner nationalism from 1930–1948.
Use relevant examples to support your answer.

[50]**OR****QUESTION 4B**

“Afrikaner Nationalism was deliberately constructed during the 20th century to serve the needs of a small elite group of Afrikaners”. Do you agree with the statement? Substantiate your argument by making reference to the rise of Afrikaner nationalism in South Africa from 1924 to 1948.

[50]**QUESTION 5: NATIONALISM IN AFRICA – GHANA****QUESTION 5A**

Discuss the role played by Kwame Nkrumah in Ghana’s struggle for independence.

[50]**OR****QUESTION 5B**

Explain how the Pan African movement began, how it was linked to African nationalism and what influence these ideas had in bringing about independence in Ghana.

[50]**QUESTION 6: APARTHEID: SOUTH AFRICA – 1940s to 1960s****QUESTION 6A**

“Resistance to Apartheid in the 1950s was minimal and ineffectual.”

Discuss the accuracy of this statement in relation to the nature and effectiveness of resistance in the 1950s.

[50]**OR****QUESTION 6B**

“The Apartheid government sowed aggression and violence, and so they would reap aggression and violence”. Do you agree with the statement?

Discuss the change in the nature of resistance to Apartheid in the 1960s and the government’s response to this.

[50]**TOTAL: 150**