



Province of the  
**EASTERN CAPE**  
EDUCATION

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 11**

**NOVEMBER 2014**

**HISTORY P2**

**MARKS: 150**

**TIME: 3 hours**



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

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**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.

**SECTION A: SOURCE-BASED QUESTIONS**

QUESTION 1: NATIONALISM IN SOUTH AFRICA – AFRICAN 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 THE MIDDLE EAST

QUESTION 6: APARTHEID SOUTH AFRICA – 1940s to 1960s

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

**SECTION A: SOURCE-BASED QUESTIONS**

Answer at least ONE question, but not more than TWO questions, from this section. Source material to be used to answer these questions is in the ADDENDUM.

**QUESTION 1: NATIONALISM IN SOUTH AFRICA – AFRICAN NATIONALISM****KEY QUESTION: WHAT INFLUENCE DID THE ANC YOUTH LEAGUE HAVE ON AFRICAN NATIONALISM?**

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

**1.1 Read Source 1A.**

- |       |  |         |     |
|-------|--|---------|-----|
| 1.1.1 | Who, according to the source, formed the nucleus of the ANC's support base before the formation of the ANC Youth League? | (4 x 1) | (4) |
| 1.1.2 | What methods of resistance were favoured by the ANC, according to the source?  | (2 x 1) | (2) |
| 1.1.3 | Quote ONE word from the source that shows that the ANC Youth League was in favour of change.                             | (1 x 1) | (1) |
| 1.1.4 | Explain the usefulness of this source to a historian studying the policies of the ANC Youth League.                      | (2 x 2) | (4) |

**1.2 Refer to Source 1B.**

- |       |  |         |     |
|-------|--|---------|-----|
| 1.2.1 | Define the concept ' <i>African Nationalism</i> '.                 | (1 x 2) | (2) |
| 1.2.2 | Comment on why Yengwa supported the Charterist idea.               | (2 x 2) | (4) |
| 1.2.3 | What, according to the source, was the aim of African nationalism? | (1 x 2) | (2) |

**1.3 Study Source 1C.**

- |       |  |         |     |
|-------|--|---------|-----|
| 1.3.1 | Identify the apartheid law as depicted in this photo.  | (1 x 2) | (2) |
| 1.3.2 | Explain in your own words what the purpose of the Defiance Campaign was.                           | (2 x 2) | (4) |
| 1.3.3 | How does Source 1C complement (support) Source 1A with regard to the aims of the ANC Youth League? | (2 x 2) | (4) |
| 1.3.4 | What were the consequences of the Defiance Campaign on the status of the ANC?                      | (2 x 2) | (4) |

## 1.3 Consult Source 1D.

1.4.1 Use the source and your own knowledge to identify the different racial groups that formed the Congress Alliance. (3 x 1) (3)

1.4.2 Why did the Congress of the People meet in Kliptown in 1955? (1 x 2) (2)

1.4.3 Explain the concept, "*Freedom Charter*." (1 x 2) (2)

1.4.4 Use the source and your own knowledge to explain how the government reacted towards the Congress Alliance. (2 x 2) (4)

1.4 Using all the sources and your own knowledge, write a paragraph of SIX lines (about 60 words) explaining how the ANC Youth League influenced African nationalism. (6)  
**[50]**

**QUESTION 2: NATIONALISM IN THE MIDDLE EAST****KEY QUESTION: HOW DID THE PARTITION OF PALESTINE INTENSIFY TENSION IN THE MIDDLE EAST?**

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

**2.1 Refer to Source 2A.**

- |       |   |         |     |
|-------|---|---------|-----|
| 2.1.1 | What tactics, according to the written source, were used by Jewish extremist groups to force Britain to give up her mandate over Palestine? | (4 x 1) | (4) |
| 2.1.2 | Define the concept: “ <i>Zionist</i> .”   | (1 x 2) | (2) |
| 2.1.3 | Which organisation decided to divide Palestine into a Jewish and Arab state? (Written source)   | (1 x 2) | (2) |
| 2.1.4 | Explain the historical significance of the reference to Hamas and Hezbollah. (Visual source).   | (1 x 2) | (2) |
| 2.1.5 | What opinion does the cartoonist express with reference to the conflict in the Middle East?   | (1 x 3) | (3) |
| 2.1.6 | Identify the state that caused the conflict between the Arabs and the Jews. (Visual source)   | (1 x 2) | (2) |
| 2.1.7 | What was the immediate consequence of the establishment of the state of Israel in 1948?   | (1 x 2) | (2) |
| 2.1.8 | Explain the usefulness of the visual source to a historian studying the Arab-Israeli conflict.  | (1 x 2) | (2) |

**2.2 Read Source 2B.**

- |       |  |         |     |
|-------|--|---------|-----|
| 2.2.1 | Describe the reasons why you think the Arabs claimed Palestine as their homeland.  | (2 x 2) | (4) |
| 2.2.2 | List THREE reasons, according to the source, why the Arab League rejected the partition plan.  | (3 x 1) | (3) |
| 2.2.3 | With reference to the statement, “The Western world was seeking to salve its conscience for the atrocities of the war and was paying its own debt to the Jewish people with someone else’s land.” Explain what happened to the Jews in Europe. | (1 x 2) | (2) |
| 2.2.4 | Name ONE state that was, according to the source, controlling the United Nations.  | (1 x 1) | (1) |

## 2.3 Consult Source 2C.

2.3.1 What opinion is the author of Viewpoint 1 expressing, with regard to the conflict in the Middle East? (1 x 2) (2)

2.3.2 Describe in your own words what is meant by '*ethnic cleansing*'. (1 x 2) (2)

2.3.3 Explain what the reasons for the outbreak of the First-Israeli War were according to the:

(a) Jews (2 x 2) (4)

(b) Arabs (2 x 2) (4)

2.3.4 Who, according to the source, did the Arab nationalists blame for the First-Israeli war? (1 x 1) (1)

2.3.5 Comment on whether the Arabs were justified in blaming Britain for the Arab-Israeli conflict. (1 x 2) (2)

2.4 Using all the sources and your own knowledge write a paragraph of SIX lines (about 60 words) explaining the consequences of the partition of Palestine between 1948 – 1949. (6)  
**[50]**

**QUESTION 3: APARTHEID SOUTH AFRICA – 1940s to 1960s****KEY QUESTION: HOW WAS APARTHEID IMPLEMENTED IN SOUTH AFRICA?**

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

**3.1 Refer to Source 3A.**

- |       |  |         |     |
|-------|--|---------|-----|
| 3.1.1 | Who, according to the source, was the Minister of Native Affairs?<br>(Written source)  | (1 x 1) | (1) |
| 3.1.2 | Define the concept, " <i>Apartheid</i> ."  | (1 x 2) | (2) |
| 3.1.3 | How does H.F. Verwoerd's statement support the policy of apartheid?<br>(2 x 2)   | (4)     |     |
| 3.1.4 | Comment on Verwoerd's statement, "What is the use of teaching the Bantu child mathematics when it cannot be used in practice?" (2 x 2) | (4)     |     |
| 3.1.5 | Explain the reliability of the written source to a historian researching the Bantu Education Act.<br>(2 x 2)                           | (4)     |     |
| 3.1.6 | What, according to the written source, were the aims of the Bantu Education Act?<br>(3 x 1)  | (3)     |     |
| 3.1.7 | Identify the racial group that got the least funding. (Visual source)<br>(1 x 1)   | (1)     |     |
| 3.1.8 | Name the racial group that received the most funding. (Visual source)<br>(1 x 1)   | (1)     |     |
| 3.1.9 | Use the source and your own knowledge to describe the consequences of this funding on education for:                                   |         |     |
|       | (a) Whites<br>(1 x 2)  | (2)     |     |
|       | (b) Blacks<br>(1 x 2)  | (2)     |     |

**3.2 Read Source 3B.**

- |       |  |         |     |
|-------|--|---------|-----|
| 3.2.1 | Which apartheid law is depicted in the visual source?  | (1 x 2) | (2) |
| 3.2.2 | What message is the photographer trying to convey about the implementation of this law?<br>(1 x 2) | (2)     |     |
| 3.2.3 | Name any other facilities that were also segregated.<br>(3 x 1)                                    | (3)     |     |

3.2.4 Use the source and your own knowledge to explain how the ANC reacted towards this law. (1 x 2) (2)

3.2.5 Describe in your own words, what happened to people who broke the law. (1 x 2) (2)

3.3 Study Source 3C.

3.3.1 What apartheid law is reflected in this story? (1 x 2) (2)

3.3.2 Name the method that was used by the Classification Board to classify people. (1 x 1) (1)

3.3.3 What basic human rights was Sandra Laing deprived off? Use the source and your own knowledge to answer the question. (2 x 2) (4)

3.3.4 Explain what Sandra Laing meant when she said, "... it is too late for me." (1 x 2) (2)

3.4 Using all the sources and your own knowledge write a paragraph of SIX lines (about 60 words) explaining the impact of apartheid on the lives of black South Africans. (6)

**[50]**



**SECTION B: ESSAY QUESTIONS**

Answer at least ONE essay question and NOT more than TWO from this section.

**QUESTION 4: NATIONALISM IN SOUTH AFRICA – AFRIKANER NATIONALISM**

Answer either QUESTION 4.1 or QUESTION 4.2. Do not answer both questions.

- 4.1 Critically discuss the factors that led to the rise of Afrikaner nationalism between 1930 – 1948. [50]

**OR**

- 4.2 “The Afrikaner was able to use social and cultural movements and their economic programs, as a vehicle to build the spirit of Afrikaner nationalism.” Write an essay to evaluate the validity of the above statement. [50]

**QUESTION 5: NATIONALISM IN AFRICA – GHANA**

Answer either QUESTION 5.1 or QUESTION 5.2. Do not answer both questions.

- 5.1 Evaluate the events between 1937 and 1957 that led to the independence of Ghana. Pay particular attention to the role played by Kwame Nkrumah. [50]

**OR**

- 5.2 “The achievement of independence for Ghana can be attributed to the influence of Pan-Africanism through individuals like Marcus Garvey, Du Bois and Padmore.” Write an essay to show the impact of Pan-Africanism on Nkrumah and the realisation of independence in 1957. [50]

**QUESTION 6: APARTHEID SOUTH AFRICA 1940s – 1960s**

Answer either QUESTION 6.1 or QUESTION 6.2. Do not answer both questions.

- 6.1 To what extent did the different non-violent forms of resistance in the 1950s contribute to the abolition (ending) of apartheid? Explain your answer. [50]

**OR**

- 6.2 “During the 1950s the ANC and its allies hoped to bring about changes in South Africa by means of non-violent mass protest. However by 1960 it became clear that these strategies had failed.” Critically assess the statement by making reference to resistance strategies of the ANC and its allies against apartheid after 1960. [50]

**GRAND TOTAL: 150**













