

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 11**

**NOVEMBER 2014**

**HISTORY P2  
ADDENDUM**



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This addendum consists of 9 pages.

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

Dan Tloome, member of the ANC executive, explains how the ANC changed from a moderate to a more militant organisation.

"I found at the time I first joined the ANC that it was an organisation of teachers, intellectuals, clergymen – all the elites of African society. Young people were not very much interested in the ANC. They felt it was an organisation of elderly people. As a result, the ANC never became progressive until it was joined by younger people: the Tambo's, Mandela's, and so on. Those were members of the Youth League of the ANC. It was when those young people came to the ANC that there was transformation in so far as the ideology was concerned, because in the past the elderly believed in demonstrations and reconciliation with the powers that be, and so on. They weren't interested in action against the government.

[Taken from: *Making History* by R. Deftereos et al]

**SOURCE 1B**

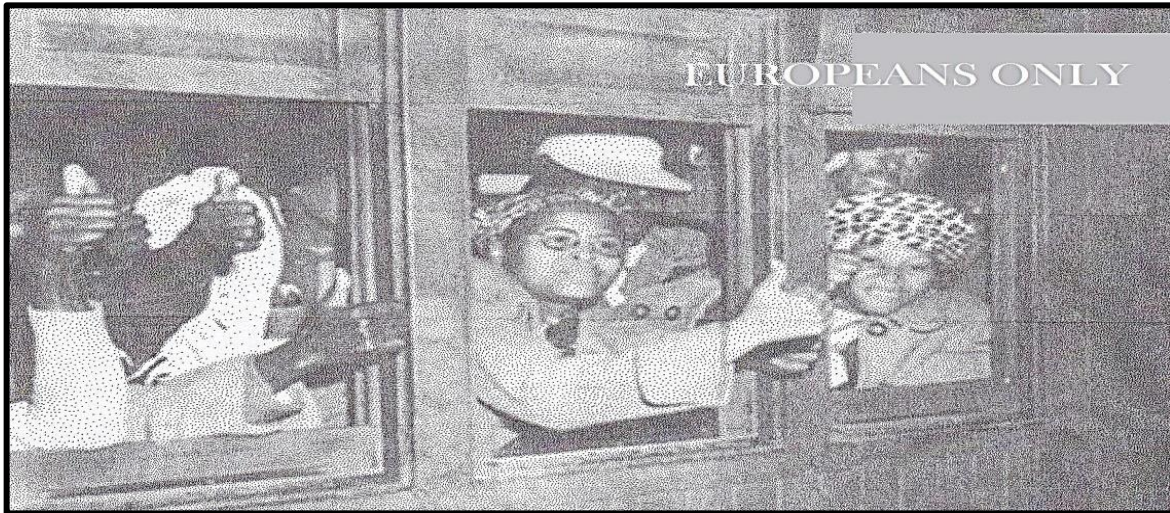
Yengwa, a member of the ANC Youth League, explains why he was in favour of African Nationalism.

It was not an anti-white thing. We became more and more aware that our struggle is not against the white man – our struggle is against apartheid. Of course, generally, our whole thrust was African Nationalism. African Nationalism was, as we saw it, a unifying force towards overthrowing white oppression. As we developed our own philosophy of African Nationalism, we discovered that we had common goals – it didn't matter whether you are black or white. In other words, we evolved towards non-racialism.

[Taken from: *Making History* by R. Deftereos et al]

**SOURCE 1C**

This photograph shows Africans defying apartheid in trains, 1952. Appeared in the *Drum*, Johannesburg, 1952.



[Taken from: *Top Class* by P. Ellis et al]

**SOURCE 1D**

This source deals with Albert Luthuli's views on the significance of the Freedom Charter.

"The Congress of the People had far-reaching effects. Nothing on the history of South Africa quite caught the popular imagination. Even remote rural areas were aware of what was going on. The noisy opposition of the white press advertised the Congress and the Freedom Charter more effectively than our own efforts would have done."

[Taken from: *New Generations* by F. Frank et. al]

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

This source consists of a written and visual source and deals with events leading to the partition of Palestine.

**WRITTEN SOURCE:** This source shows how Britain was forced to give up its mandate over Palestine.

After the Balfour Declaration whereby Britain promised the Zionists a Jewish national home in Palestine, the Zionists increased their efforts to establish a Jewish state by smuggling immigrants into Palestine. Extremist Zionist groups, such as the Irun and the Lehi used terror tactics to force Britain to give up the mandate. They attacked British military bases, police stations, railway lines and bridges. The most daring attack was when an Irgun commando blew up the King David Hotel, which was the British military headquarters in Jerusalem. As the violence increased in Palestine, the British government decided to hand over the issue of Palestine to the newly formed United Nations (UN). It recommended the partition of Palestine in two separate states – one Arab and one Jewish. The Zionists accepted the plan, but the Arabs rejected it. This led to the establishment of the state Israel.

[Taken from *In Search of History* by J. Bottaro et al]

**VISUAL SOURCE:** This cartoon depicts the Arab reaction to the establishment of the state of Israel.



[Taken from: [www.science.co.it/arab-israeli-conflict/carto](http://www.science.co.it/arab-israeli-conflict/carto)]

**SOURCE 2B**

This source explains why the Arab League rejected the partition plan.

“They stuck with their long-held position that Palestine was an integral part of the Arab world and that from the beginning its indigenous inhabitants had opposed the creation in their country of a Jewish national home. They also insisted that the United Nations, a body created and controlled by the United States and Europe, had no right to grant the Zionists any portion of their territory. They insisted that 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.”

[Taken from: *A History of the Israeli – Palestinian conflict* by M. Tessier]

**SOURCE 2C**

This source consists of two viewpoints on the First Arab-Israeli War of 1948.

**VIEWPOINT 1:** This is an Israeli perspective on the First Israeli War.

In 1947 Arab nationalists introduced a radical change in their goals: Instead of blocking the expansion of Jewish settlements Palestinians and other Arabs launched a united effort to conquer Jewish areas in order to eradicate their presence from the land ... Thus was born the widespread acceptance of the fact that “there is no choice”; it allowed us just one possibility: “fight to win.”

[Taken from: *Via Afrika History* by J. Manenzhe et al]

**VIEWPOINT 2:** This is an Arab view on the First Arab-Israeli War

Britain is directly responsible for the defeat of the Palestinian people in 1948. The UN resolution was totally unjust. The Jewish forces were better armed and trained than the Palestinians. What happened to Palestine in the war was a planned and systematic “ethnic cleaning” of a nation. We call it *An-Nakba* which means the catastrophe. About eighty five percent (85%) of Palestinians living within Israel’s claimed borders were driven out of the country and are now living in neighbouring countries as refugees. Over five hundred (500) villages were completely destroyed so that there could be nothing for Palestinians to come back to. There were many massacres, like the one in the village of Deir Yassin when a Jewish unit killed over 100 people, tortured and drove out the rest of the inhabitants.

[Taken from: *The Middle East since 1945* by S. Ross]



**QUESTION 3: APARTHEID IN SOUTH AFRICA IN THE 1940s – 1960s.****KEY QUESTION: HOW WAS APARTHEID IMPLEMENTED IN SOUTH AFRICA?****SOURCE 3A**

This source consists of a written and visual source on the Bantu Education Act and its effects.

**WRITTEN SOURCE:** This is an extract from a speech made by H.F. Verwoerd on Bantu Education he delivered in parliament in 1953 during the debates on the Bantu Education Act.

“Education must train and teach people in accordance with their opportunities in life, according to the sphere in which they live ... education should have its roots entirely in the Native areas and in the Native Environment and Native Community ... The Bantu must be guided to serve his own community in all aspects. The Native will be taught from childhood to realise that equality with Europeans is not for them ... What is the use of teaching the Bantu mathematics when he cannot use it in practice ... There is no place for the Bantu child above certain forms of labour.”

[Taken from: *Top Class* by P. Ellis et al]

**VISUAL SOURCE:** The table shows how much money (in rands) the government spends on education for each child according to their racial classification in South Africa.

Year	African	'Coloured'	Indian	White
1953–4	R17	R40	R40	R128
1969–70	17	73	81	282
1975–6	42	140	190	591
1977–8	54	185	276	657
1980–1	139	153	513	913
1982–3	146	498	711	1211

[Taken from: *The Right to Learn* by P. Christie]

**SOURCE 3B**

This photo refers to one of the petty apartheid laws that were enforced on blacks. The caregiver could not sit on the bench with the child, as it was marked for “Europeans only”.



[From: *In Search of History* by J Bottaro et al]



**SOURCE 3C**

The following is the story of how racial classification affected a young girl called Sandra Laing and was published in the *Sunday Times* in 2000.

“... In 1966, when I was 10, the police came to take me away from school ... Mr van Tonder, the principal, said I was not white and could not stay ... In 1976 when there were uprisings against apartheid and the education system, I turned 21 and I thought things would change. I applied for an identity document then, but it took six years before I finally got my first identity document as a coloured. Until then I could not prove who I was or find work, or open an account or do whatever a person has to do. Through those years I longed for my family, just to hear from them. I wrote several letters but they remained unanswered ... no one in my family has attempted to contact me.

“... Apartheid has ended, and I would like to shake Mr Mandela’s hand for that, but it is too late for me.”



**Sandra Laing in 1968, two years after her expulsion from school.**

[Taken from: *Top Class* by P. Ellis, et.al]



**ACKNOWLEDGEMENTS**

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

Bottaro, J. et al, 2013. *In Search of History* (Oxford University Press)

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[www.science.co.it/arab-israeli-conflict/carto](http://www.science.co.it/arab-israeli-conflict/carto).

















