



Province of the  
**EASTERN CAPE**  
EDUCATION

**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**

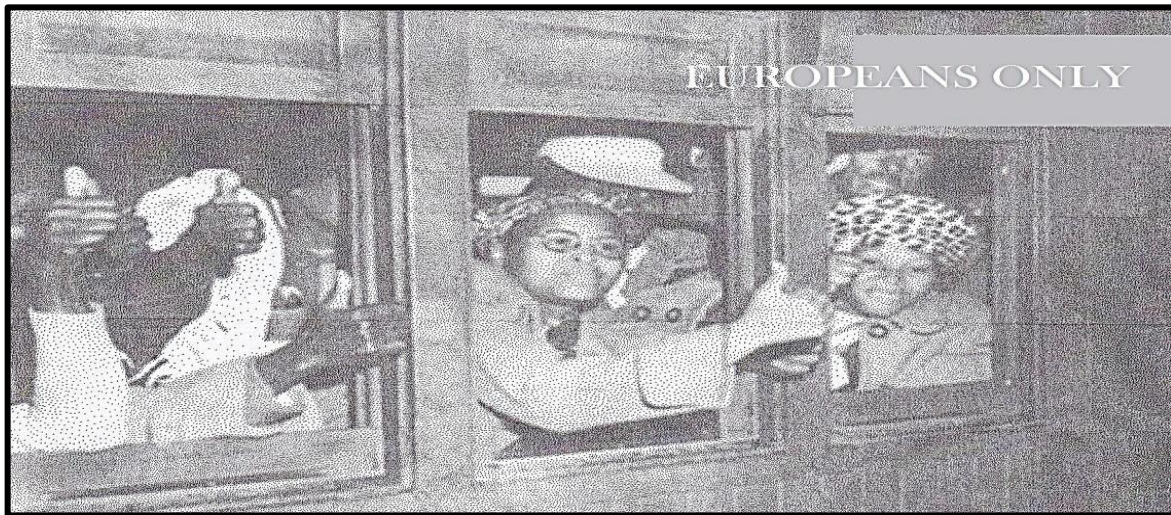
Yengwa, a member of the ANC Youth League, explains why he was in favour of African Nationalism.

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]

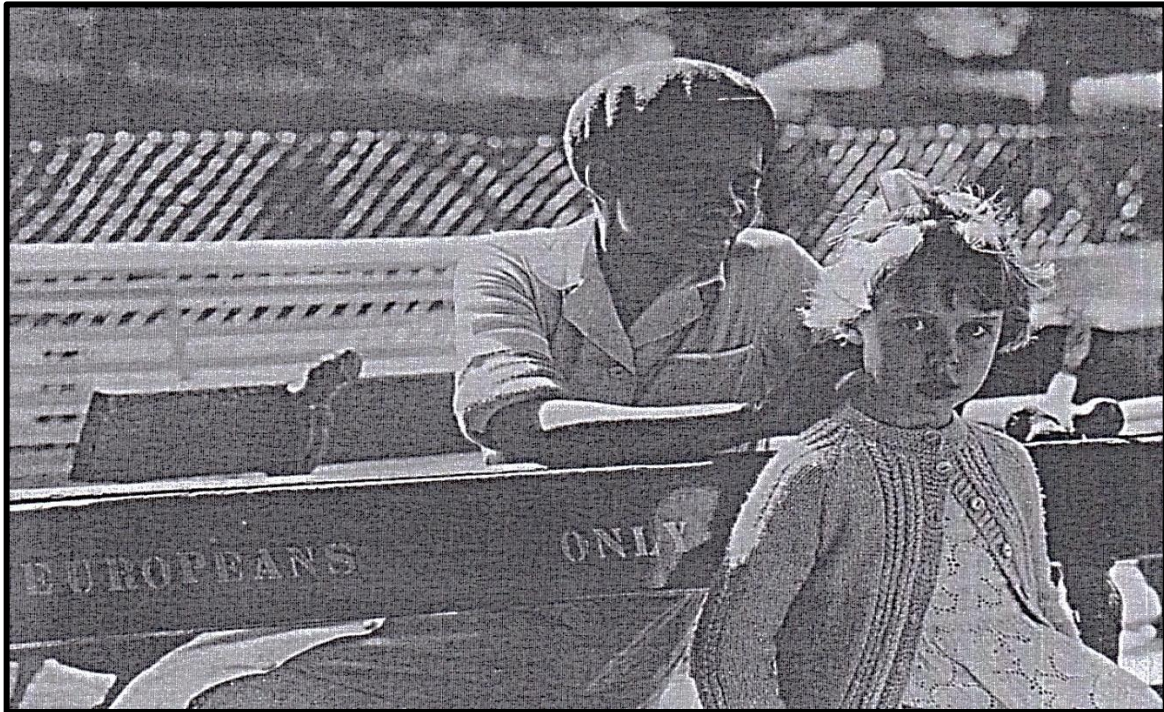
**VISUAL SOURCE:** The table shows how much money (in rands) the government spends on education for each child according to their racial classification in South Africa.

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)

Christie, P. 1991. *The Right to Learn* (Sached)

Deftereos, R. et al. 2006. *Making History* (Heinemann)

Ellis, P. et al. 2012. *Top Class* (Shuter & Shooter)

Frank, F. et al. 2012. *New Generations* (New Generations Publication)

Manenzhe, J. et al. 2012. *Via Afrika History* (Via Afrika Publishers)

Tessier, M. 1994. *A History of the Israeli-Palestine conflict* (Indiana Press)

Ross, R. 2004. *The Middle East since 1945* (Contemporary Books)

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



















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**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 '*African Nationalism*'. (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: “Zionist.” (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?  
(Written source) (1 x 1) (1)
- 3.1.2 Define the concept, "*Apartheid*." (1 x 2) (2)
- 3.1.3 How does H.F. Verwoerd's statement support the policy of apartheid?  
(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. (2 x 2) (4)
- 3.1.6 What, according to the written source, were the aims of the Bantu Education Act? (3 x 1) (3)
- 3.1.7 Identify the racial group that got the least funding. (Visual source)  
(1 x 1) (1)
- 3.1.8 Name the racial group that received the most funding. (Visual source)  
(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 (1 x 2) (2)
- (b) Blacks (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? (1 x 2) (2)
- 3.2.3 Name any other facilities that were also segregated. (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**













