



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 11

NOVEMBER 2016

**HISTORY P2
ADDENDUM**



This addendum consists of 10 pages.

SECTION A: SOURCE-BASED QUESTIONS**QUESTION 1: WHAT FACTORS CONTRIBUTED TO THE GROWTH OF AFRICAN NATIONALISM IN SOUTH AFRICA?****SOURCE 1A**

This extract focuses on the general approaches to Pan-Africanism which can be traced far back into the 15th century and beyond.

Pan-Africanism is a general term for various movements in Africa that have as their common goal the unity of Africans and the elimination of colonialism and white supremacy (upper-hand) from the continent.

There are two general approaches to Pan-Africanism, namely, the Afrocentric and Eurocentric. The Afrocentric approach posits that the historical struggle of Africans against external aggression, exploitation, occupation and domination did not begin with European contact or the incursion (sudden arrival) into Africa in the fifteenth century, but in the B.C. era.

Conversely, the Eurocentric explanation regards Pan-Africanism as an idea conceived (imagined) in response to European slavery and colonialism. Pan-Africanism is generally regarded as a 20th-century movement, even if it can be traced back far into the 15th-century and beyond.

[Taken from *Gaines Junction: Undergraduate Interdisciplinary Journal of History* Giselle D. Aris, 'Pan-Africanism: Competing Interpretations', (Vol. 3, No.1)]

SOURCE 1B

A table showing the growth in the number of industrial workers between the years 1938–1939.

	1938–1939	1944–1945
White males	116 193	130 415
White females	28 645	35 104
Black males	196 178	299 334
Black females	11 484	23 808

[Source: *Making History Grade 12*, Friedman, Mashini and Johannesson, 1998, p54]

SOURCE 1C

The picture shows long queues of people walking to work during the bus boycott of 1944 in Alexandria.



[Source: Published in *The Star*, 1944]

QUESTION 2: WHAT WERE THE PERSPECTIVES OF MIDDLE EAST LEADERS ON THE REFUGEE PROBLEM IN THE MIDDLE EAST?

SOURCE 2A

The late Egyptian President Anwar Sadat stated in his historic address to the Israeli Knesset on 20 November 1977:

“We will not accept any talk about lasting and durable peace ... while you are occupying Arab land with military force. ... As for the Palestinian question, nobody denies that it’s the essence of the problem as a whole ...

There is no use not recognising the Palestinian people and their own right in establishing their homeland, and their right of return.”

[Adapted from Stephen P Halbrook, *The Journal of Liberation Studies*, *The Alienation of a Homeland: How Palestine Became Israel*, Vol. V, No. 4 (Fall 1981), p357]

SOURCE 2B

These are remarks by Yitshak Rabin (Prime Minister) on the occasion of the signing of the Israeli-Palestinian Declaration of Principles.

Washington, September 13, 1993
Mr President, ladies and gentlemen,

Let me say to you, the Palestinians: We are destined to live together on the same soil, in the same land. We, the soldiers who have returned from battle stained with blood, we who have seen our relatives and friends killed before our eyes, we who have attended their funerals and cannot look into the eyes of their parents, we who have come from a land where parents bury their children, we who have fought against you, the Palestinians:

We say to you today in a loud and clear voice: Enough of blood and tears. Enough. We have no desire for revenge. We harbour no hatred towards you. We, like you, are people who want to build a home, to plant a tree, to love, to live side by side with you in dignity, in empathy (understand someone else’s feelings), as human beings, as free men. We are today giving peace a chance, and saying again to you: Enough. Let us pray that a day will come when we all will say: Farewell to the arms.

[Taken from <http://www.ijs.org.au>. Accessed on 6 June 2016.]

SOURCE 2C

This excerpt addresses the refugee problem of both Palestinians and Jews as stated by Israeli Prime Minister Benjamin Netanyahu in 2011.

The refugee problems [i.e. Jewish and Palestinian refugees] are settled in these two respective states – the question of Palestinian refugees will be resolved in the Palestinian state and not in Israel. Just as the question of Jewish refugees caused by that same Arab assault on Israel in 1948, was resolved within the Jewish state. The Arab attack, the attack of five Arab armies, with the Palestinians, on the embryonic (motherly) Jewish state caused two refugee problems. About 650,000 Palestinian refugees and a somewhat larger number of Jewish refugees were expelled from Arab states. Tiny Israel absorbed all the Jewish refugees and the vast Arab world refused to absorb the Palestinian refugees, and neither justice nor common sense mandates (official power to do something) that 63 years later, the Arab world or the Palestinians will come to us and say: Now, absorb the great-great-grandchildren of this part of the refugee problem that we created ourselves. The solution to the refugee problem, both in a practical sense and in the question of justice has to be addressed in the Palestinian state and not at the expense of the solitary, the one and only Jewish State.

[Source: June 28, 2011 – Benjamin Netanyahu, MS . Accessed on 6 June 2016.]

SOURCE 2D

This picture and extract depict the issue of Palestinian refugees after the First Arab-Israeli War.

VISUAL SOURCE

Three-quarters of a million Palestinians fled their homes during the war.

**WRITTEN SOURCE****OPINION 1:**

SACHAR (pro-Palestinian reporter): No Arab government was ordering these people to flee. On the contrary, they were ordering them to stay put, under no circumstances to give over their territory to the Jews. It is a myth to assume that these people left voluntarily.

OPINION 2:

MORRIS (anti-Palestinian reporter): For good military reasons Israelis wanted clear lines of communication behind the lines. They didn't want snipers. They didn't want guerrillas (members of unofficial military groups) operating behind the lines. So they wanted to get rid of Arab communities. So there were expulsions (ordered to leave the country officially) in various areas.

[Taken from *The Cold War*, D. Heate]

QUESTION 3: WHAT WERE THE CAUSES AND IMPACT OF THE BANTU EDUCATION ACT OF 1953 ON BLACK STUDENTS?

SOURCE 3A

An extract about Bantu Education reflecting the role played by the Department of Native Affairs.

African schooling was still neither free nor compulsory, as it was for whites. Certainly, educational provision for Africans before this period had been unequal and most government schools separated white and African pupils. However, the Bantu Education Act brought all African schools under the control of the Department of Native Affairs, thus phasing out the independent missionary institutions which had previously led the field in African education. It also imposed a uniform curriculum which stressed separate 'Bantu culture' and deliberately prepared students for little more than manual labour.

[Taken from *Key History for GCSE: Teacher's Guide*]

SOURCE 3B

This table reflects the amount of money in Rands spent on the education of each African, Coloured, Indian and White child between 1953/54 and 1975/76.

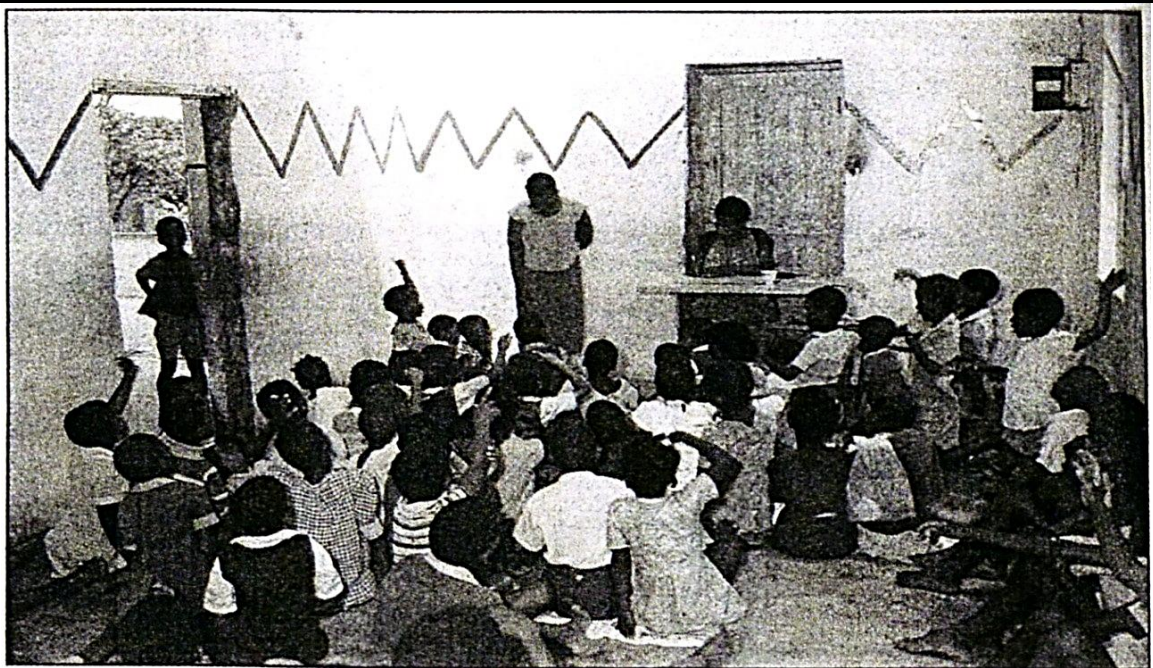
SEPARATE AND UNEQUAL EDUCATION ENFORCED

Year	African	Coloured	Indian	White
1953/54	17	40	40	128
1969/70	17	73	81	282
1975/76	42	140	190	591

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

SOURCE 3C

This source indicates how Black learners experienced serious educational problems during teaching and learning in the 1950s.



Expenditure on Bantu Education increased in the late 1960s, once the apartheid government saw the need for a trained African labour force. Through this, more African children attended school than under the old missionary system of education, albeit grossly deprived of facilities in comparison with education of other races, especially whites.

Nationally, pupil-teacher ratios in African schools went from 46 : 1 in 1955 to 58 : 1 in 1967. The classrooms were overcrowded and used on a rotational-basis. There was also a lack of teachers, and many of those who did teach were under-qualified. In 1961, only 10 per cent of Black teachers held a matric certificate. Black education was essentially deteriorating, with teachers being less qualified than their students.

[Source: <http://sahistory.org.za>. Accessed on 6 June 2016.]

SOURCE 3D

This source shows school children with their parents protesting against the Bantu Education Act in 1954.



About 7 000 children were expelled from school because of their protests. The ANC called for a boycott of schools to begin on 1 April 1954. In most places the boycotts lasted only a few weeks as parents did not want their young children to miss out on any education at all. As one African mother said about Bantu Education, “Half a loaf of bread is better than nothing at all.”

[Taken from *Viva History*, 2012, p314]

ITS TIME TO WAKE UP
AFRICANS

WE REALLY WANT HELP!

CHILDREN MUST NOT
DRINK POISON

ACKNOWLEDGEMENTS

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

Angier KL, et al 2012, *Viva History*, p314 (Vivlia Publishers)

Cloete, B. et al. 2012, *Spot On* (Heinemann)

Frank. F. 2012. *New Generations* (New Generations Publishers)

Gaines Junction: *Undergraduate Interdisciplinary Journal of History* Giselle D.Aris, 'Pan-Africanism: Competing Interpretations', (Vol. 3, No.1).

Graves et al 2006, *Moments in History* Grade 11, p136 (Juta Publishers)

Heate, D, *The Cold War* (Heinemann)

<http://www.ijs.org.au>. Accessed on 6 June 2016.

<http://sahistory.org.za>. Accessed on 6 June 2016.

Internet source: anc.org.za – Accessed on 6 June 2016.

June 28, 2011 – Benjamin Netanyahu, MS ★★★ Accessed on 6 June 2016.

Key History for GCSE: *Teacher's Guide*

Kristie, P. (1991) *The Right to Learn: The Struggle for Education in South Africa*. Johannesburg: SACHED/Ravan. Revised and Expanded Edition (reprinted 1992, 1994, 2006). – See more at:
<http://www.education.uct.ac.za/edu/staff/academic/pchristie#sthash.flX3Cfsl.dpuf>

Stephen P Halbrook, *The Journal of Liberation Studies*, *The Alienation of a Homeland: How Palestine Became Israel*, Vol. V, No. 4 (Fall 1981), p357

The Mariners' Museum/*CORBIS Great Stock*

www.newint.org.27June 2005. Accessed on 6 June 2016.



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GRADE 11

NOVEMBER 2016

HISTORY P2

MARKS: 150

TIME: 3 hours



This question paper consists of 9 pages.

INSTRUCTIONS AND INFORMATION

1. This question paper consists of SECTION A and SECTION B based on the prescribed content framework 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 – AFRIKANER NATIONALISM

QUESTION 5: NATIONALISM IN AFRICA -GHANA

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 will be found in the ADDENDUM.
3. SECTION B consists of THREE essay questions.
4. Answer THREE questions as follows:
 - 4.1 At least ONE (1) must be a source-based question and at least ONE (1) must be an essay question.
 - 4.2 The THIRD question can either be a source-based question or an essay question.
5. Candidates are advised to spend about an hour on each question.
6. When candidates answer questions, they are required to demonstrate application of knowledge, skills and insight.
7. Merely rewriting of the sources as answers will be to the disadvantage of candidates.
8. Questions and subsections of questions must be numbered clearly and correctly using the same numbering system used in the question paper.
9. Write neatly and legibly.

SECTION A: SOURCE-BASED QUESTIONS

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

QUESTION 1: WHAT FACTORS CONTRIBUTED TO THE GROWTH OF AFRICAN NATIONALISM IN SOUTH AFRICA?

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

1.1 Refer to Source 1A.

1.1.1 Define the term *Pan Africanism* in your own words. (1 x 2) (2)

1.1.2 Using the source, elaborate on the approach that best describes Pan Africanism as a movement. (1 x 2) (2)

1.1.3 Why, do you think Pan Africanism is generally regarded as a 20th century movement? (2 x 2) (4)

1.1.4 According to the source, what is the Eurocentric explanation of Pan-Africanism? (1 x 2) (2)

1.2 Read Source 1B.

1.2.1 According to the table, which group shows the highest increase of industrial workers for the period 1938–1945? (1 x 2) (2)

1.2.2 Use the information in the table and your own knowledge to explain why there was a growth of industrial workers after 1938. (2 x 2) (4)

1.2.3 According to the table, what is the increase in Black males from 1938–1945? (1 x 2) (2)

1.2.4 Explain the impact of Black urbanisation on the Apartheid policy. (2 x 2) (4)

1.3 Read Source 1C.

1.3.1 Was the bus boycott well supported?
Use visual clues from the source to support your answer. (Any 2 x 1) (2)

1.3.2 Use the source and your own knowledge to explain why the people of Alexandria embarked on a bus boycott. (Any 2 x 2) (4)

1.3.3 Explain how the bus boycott became a political struggle against apartheid. (2 x 2) (4)

- 1.3.4 Use the source and your own knowledge to explain how the bus boycotts were resolved. (2 x 2) (4)
- 1.3.5 List ONE of the possible alternative means of transport to work that could be used by the protestors. (Any 1 x 2) (2)
- 1.3.6 What evidence is there in the source that suggests that the boycotts were peaceful events? (1 x 2) (2)
- 1.4. How does the Eurocentric explanation of Pan-Africanism (Source 1A), support the evidence in Source 1C with regard to African Nationalism? (2 x 2) (4)
- 1.5 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (80 words) explaining the factors that contributed to the growth of African nationalism in South Africa between the years, 1930–1940s. (6)
- [50]**

QUESTION 2: WHAT WERE THE PERSPECTIVES OF MIDDLE EAST LEADERS ON THE REFUGEE PROBLEM IN THE MIDDLE EAST?

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

2.1 Read Source 2A.

- 2.1.1 Which country is Anwar Sadat referring to when he says, "You are occupying Arab land with military force"? (1 x 1) (1)
- 2.1.2 Use the source and your own knowledge to explain how the Palestinian refugee problem came about. (2 x 2) (4)
- 2.1.3 Why, do you think Anwar Sadat is negative about lasting and durable peace? (2 x 2) (4)

2.2 Refer to Source 2B.

- 2.2.1 What position did Yitshak Rabin occupy in Parliament in Israel? (1 x 2) (2)
- 2.2.2 According to the source, what was significant about Rabin's remarks of the Israeli-Palestinian Declaration of Principles? (1 x 2) (2)
- 2.2.3 What is implied by the statement in the source, "We are destined to live together on the same soil, in the same land."? (1 x 2) (2)
- 2.2.4 Use the source and your own knowledge to explain the meaning of the final statement, 'Farewell to arms'. (1 x 2) (2)
- 2.2.5 How does Source 2A differ from Source 2B with regards to the refugee problem? (2 x 2) (4)

2.3 Study Source 2C.

- 2.3.1 What do you understand by the term '*refugee*'? Use your own words. (1 x 2) (2)
- 2.3.2 Name the two states involved in the refugee problem. (2 x 1) (2)
- 2.3.3 Use the source and your own knowledge to explain why the Jewish wanted the Palestinians to solve their own refugee problems. (2 x 2) (4)

- 2.4 Refer to Source 2D.
- 2.4.1 According to the visual source, identify any TWO features indicating the hardships that the refugees had to endure. (2 x 1) (2)
- 2.4.2 Why, according to the visual source, did the Palestinians flee their homes? (1 x 1) (1)
- 2.4.3 According to Sachar, why do you think the Arab government wanted refugees to stay put? (1 x 2) (2)
- 2.4.4 Using the source, comment on the relevance of the statement, *“For good military reasons, they wanted clear lines of communication behind the lines.”* (2 x 2) (4)
- 2.4.5 Comment on Sachar’s statement that, “It is a myth to assume that these people left voluntary”. (2 x 2) (4)
- 2.4.6 Use the source and your own knowledge to explain the impact of the war between the Jews and Palestinians on refugees. (1 x 2) (2)
- 2.5 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (80 words) explaining whether the Palestinians had a right to return to their homeland according to the different perspectives on Palestinian refugees in the Middle East. (6)
- [50]**

QUESTION 3: WHAT WERE THE CAUSES AND IMPACT OF THE BANTU EDUCATION ACT OF 1953 ON BLACK STUDENTS?

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

3.1 Read Source 3A.

- 3.1.1 Quote evidence from the source that indicate Blacks had to pay for their education. (1 x 1) (1)
- 3.1.2 Use the information in the source to explain what provisions the Bantu Education Act catered for. (2 x 2) (4)
- 3.1.3 Using the source, comment on the statement, "*It imposed a uniform curriculum which stressed separate Bantu culture.*" (1 x 2) (2)
- 3.1.4 Why, do you think was African schooling was not free or compulsory? (2 x 2) (4)

3.2 Consult Source 3B.

- 3.2.1 Identify which group benefitted the most with regard to government spending on education. (1 x 1) (1)
- 3.2.2 According to the table in the source, what is the difference in the amounts in Rands spent between Black and white education in 1975/76? (1 x 2) (2)
- 3.2.3 Use the information in the source to explain why more money was spent on white children than any other race group. (2 x 2) (4)
- 3.2.4 What, do you think, were the reasons for the government spending more money on Indian and Coloured education than African education? (2 x 2) (4)

3.3 Read Source 3C.

- 3.3.1 Use the source and your own knowledge to explain who controlled the missionary system of education. (1 x 2) (2)
- 3.3.2 Why, according to the source, was expenditure on Bantu education increased in the late 1960s? (1 x 2) (2)
- 3.3.3 Identify FOUR factors that showed Black education was deteriorating. (4 x 1) (4)

- 3.4 How does Source 3B support Source 3C with regard to the quality of education presented to Black learners? (2 x 2) (4)

- 3.5 Consult Source 3D.
- 3.5.1 Using the source, why were the children expelled from school?
(1 x 2) (2)
- 3.5.2 According to the source, what is meant by the statement, 'Half a loaf is better than nothing at all'?
(1 x 2) (2)
- 3.5.3 What does the photograph portray about the attitude of the children towards Bantu education?
(2 x 2) (4)
- 3.5.4 What, according to the source, was the role of the ANC in their support towards the parents and children?
(1 x 2) (2)
- 3.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about EIGHT lines (80 words) explaining the impact of Bantu Education on Black children in South Africa. (6)
- [50]**

SECTION B: ESSAY QUESTIONS

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

QUESTION 4: AFRIKANER NATIONALISM**QUESTION 4.1**

Critically assess the various factors that contributed to the rise of Afrikaner nationalism from 1930–1948.

Use relevant historical examples to support your line of argument.

[50]**OR****QUESTION 4.2**

“The appeal of Afrikaner nationalism became clear in the enthusiastic celebrations of the centenary of the Great Trek.”

Critically assess the statement by making reference to the use of social and cultural movements as well as economic programmes to build the spirit of Afrikaner nationalism.

[50]**QUESTION 5: NATIONALISM IN AFRICA****QUESTION 5.1**

“Ghana remaining underdeveloped can be blamed on their former colonial masters.”

Evaluate this statement by referring to the role played by Kwame Nkrumah in changing Ghana from being underdeveloped in colonial times.

[50]**OR****QUESTION 5.2**

“African nationalist ideas were used to liberate Ghana.”

In the light of the above statement, assess how nationalist leaders like Garvey, Du Bois and Padmore had an impact on Nkrumah and the realisation of independence in 1957.

[50]**QUESTION 6: RESISTANCE IN SOUTH AFRICA – 1940s TO 1960s****QUESTION 6.1**

“The 1950s can be described as a decade of defiance.”

Explain to what extent this statement is accurate by examining significant events of resistance to the policy of apartheid in the 1950s.

[50]**OR****QUESTION 6.2**

“Black leaders realised that non-violent tactics were not enough to make an impact on changes in South Africa.”

Do you agree with this statement? Substantiate your response by making reference to making reference to resistance, strategies of the ANC and its allies against apartheid after 1960.

[50]**TOTAL: 150**

