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GRADE 11

NOVEMBER 2015

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 as contained in the CAPS document.
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 SIX essay questions.
4. Do NOT answer TWO essay questions from the same theme.
5. Answer THREE questions as follow:
 - 5.1 At least ONE must be source-based question and at least ONE must be an essay question.
 - 5.2 The third question can either be 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 question from this section but not more than TWO questions.

QUESTION 1: HOW DID AFRICAN NATIONALISM CONSCIENTISE BLACK SOUTH AFRICANS TO RESIST OPPRESSION?

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

1.1 Refer to Source 1A.

- 1.1.1 What problems did Africans experience according to "*The African Liberator*"? (3 x 1) (3)
- 1.1.2 Use the source and your own knowledge to explain the aims of the newspaper. (2 x 2) (4)
- 1.1.3 Extract evidence that suggests the view that African activities needed the blessing of whites. (1 x 2) (2)

1.2 Consult Source 1B

- 1.2.1 Use the source and your own knowledge to explain what SANNC stands for. (1 x 1) (1)
- 1.2.2 Use the source and your own knowledge to explain why the SANNC called on black South Africans to unite. (2 x 2) (4)
- 1.2.3 Quote a sentence that indicate that the leadership of the SANNC was intellectuals. (1 x 2) (2)
- 1.2.4 "Africans were treated as hewers of wood and drawers of water." With reference to the statement, explain how blacks were treated in South Africa. (2 x 2) (4)
- 1.2.5 Explain the reliability of this source to a historian studying the rise of African nationalism. (1 x 2) (2)

1.3 Read Source 1C.

1.3.1 Define the following concepts in your own words:

(a) Segregation (1 x 2) (2)

(b) African nationalism (1 x 2) (2)

1.3.2 Use the source and your own knowledge to explain how the ANC Youth League's Programme of Action suggests a more militant approach towards oppression. (2 x 2) (4)

1.4 Study Source 1D.

1.4.1 Name the organisations that participated in the stay-away of 26 June 1950. (3 x 1) (3)

1.4.2 Identify how African nationalism is promoted by the ANC in this poster. (1 x 3) (3)

1.4.3 Use the source and your own knowledge to identify the type of African nationalism that is reflected in this poster. (1 x 2) (2)

1.4.4 With reference to the statement, "Freedom not Serfdom", explain the demands of the ANC. (2 x 2) (4)

1.4.5 Explain the usefulness of the poster to a historian studying the changed approach of the ANC in becoming a mass-based organisation. (1 x 2) (2)

1.5 Using the information in the relevant sources and your own knowledge, write a paragraph of about SIX lines (60 words) explaining how African nationalism conscientised black South Africans to resist oppression. (6)
[50]

QUESTION 2: HOW DID THE SIX DAY WAR OF 1967 CONTRIBUTE TO TENSION 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, according to the source was responsible for the Six Day War? (1 x 1) (1)
- 2.1.2 Why, according to the source, did Israel decide to attack first? (3 x 1) (3)
- 2.1.3 Use your own knowledge to identify the country that was governed by Nasser. (1 x 2) (2)
- 2.1.4 Use the source and your own knowledge to explain the main reasons why the Arab countries attacked Israel. (2 x 2) (4)
- 2.1.5 Use the source and your own knowledge to explain why Israel was victorious in this conflict. (1 x 3) (3)

2.2 Study Source 2B.

- 2.2.1 Identify TWO territories that Israel gained after the Six Day War. (2 x 1) (2)
- 2.2.2 Use the source and your own knowledge to explain the advantage that the capturing of these territories had for Israel. (2 x 2) (4)
- 2.2.3 Identify TWO countries that fought against Israel during the Six Day War. (2 x 1) (2)
- 2.2.4 Use the source and your own knowledge to explain the impact of the Six Day War on Arab countries. (2 x 2) (4)

2.3 Consult Source 2C.

2.3.1 According to the source, how many Arabs were killed during the Six Day War? (1 x 1) (1)

2.3.2 How does Source 2A complement (support), Source 2C with regards to the outcome of the war? (2 x 2) (4)

2.4 Refer to Source 2D.

2.4.1 Who was the leader of the Palestine Liberation Organisation? (1 x 1) (1)

2.4.2 Explain in your own words what is meant by a "*guerrilla commando*." (1 x 2) (2)

2.4.3 Why do you think the Arabs changed their tactics in attacking Israel? (1 x 2) (2)

2.4.4 "Palestine guerrillas attacked Israeli targets around the world." With reference to the statement identify the incident that happened in Germany in 1972. (1 x 2) (2)

2.4.5 How, according to the source did Israel respond to these guerrilla attacks? (3 x 1) (3)

2.4.6 Use the source and your own knowledge to explain the impact these attacks had on Arab-Israeli relations. (2 x 2) (4)

2.5 Using the information in the relevant sources and your own knowledge, write a paragraph of about SIX lines (60 words) explaining how the Six Day War contributed to tension in the Middle East. (6)
[50]

QUESTION 3: HOW DID THE NATIONAL PARTY IMPLEMENT ITS IDEOLOGY OF APARTHEID IN SOUTH AFRICA?

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

3.1 Refer to Source 3A.

- 3.1.1 Name the party that implemented the policy of apartheid. (1 x 1) (1)
- 3.1.2 Which South African Prime Minister constructed the policy of apartheid in 1948? (1 x 2) (2)
- 3.1.3 Use the source and your own knowledge to explain why the policy of apartheid was implemented. (2 x 4) (4)
- 3.1.4 "Apartheid went further than segregation." Use your own knowledge to explain why this was done. (2 x 2) (4)
- 3.1.5 "Racial laws dictated where and how they could live, travel, work, go to school, marry and socialise." With reference to this statement, identify the laws that determined where:
- (a) Blacks should live (1 x 2) (2)
- (b) Blacks should be schooled (1 x 2) (2)

3.2 Read Source 3B.

- 3.2.1 What was Harry Danes' (a white resident) attitude towards integration in Sophiatown? (Written source) (1 x 2) (2)
- 3.2.2 Explain why Harry Danes' statement can be viewed as bias towards blacks. (Written source) (2 x 2) (4)
- 3.2.3 Use your own knowledge to explain the reasons why non-whites were removed from Sophiatown. (1 x 2) (2)
- 3.2.4 What, according to the source, was Sophiatown renamed to after the forced removals? (1 x 1) (1)
- 3.2.5 What does the presence of the police in this photograph imply? (Visual source) (1 x 2) (2)
- 3.2.6 Use the source and your own knowledge to explain the impact these forced removals had on the lives of black South Africans. (1 x 2) (2)

3.3 Read Source 3C.

- 3.3.1 Define the concept *democracy* in your own words. (1 x 2) (2)
- 3.3.2 How, according to the source, did the apartheid government prevent the growth of a united African nationalism? (1 x 1) (1)
- 3.3.3 Use the source and your own knowledge to explain whether South Africa was a democratic country as it claimed at this point in time. Motivate your answer. (1 x 2) (2)
- 3.3.4 How, according to the source did the National Party government justify the creation of its homeland policy? (1 x 2) (2)

3.4 Consult Source 3D.

- 3.4.1 Name any THREE independent homelands that were created by the South African government. (3 x 1) (3)
- 3.4.2 What were the findings of the Tomlinson Commission? (1 x 2) (2)
- 3.4.3 Use your own knowledge to explain why the apartheid government rejected the recommendations of the Tomlinson Commission. (2 x 2) (4)

- 3.5 Using the information in the relevant sources and your own knowledge, write a paragraph of about SIX lines (60 words) explaining whether you agree with the statement: "The National Party adopted apartheid to ensure the survival of the Afrikaner nation at the expense of all other races." (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

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

[50]

OR

QUESTION 4.2

"Afrikaner nationalism was created and manipulated by a particular interest group who developed a new sense of cultural unity through symbols and institutions." Do you agree with the statement? Validate.

[50]

QUESTION 5: NATIONALISM IN AFRICA

QUESTION 5.1

Assess the role played by Kwame Nkrumah in Ghana's struggle for independence.

[50]

OR

QUESTION 5.2

"It was Pan Africanism and the influence of Marcus Garvey that led to the transformation of the 'Gold Coast' to Ghana in 1957." Critically assess the validity of this statement.

[50]

QUESTION 6: RESISTANCE IN SOUTH AFRICA – 1940s TO 1960s

QUESTION 6.1

"The National Party government enforced its policy of apartheid so effectively that there was no opportunity for resistance." Explain to what extent this statement is accurate by examining the resistance in South Africa in the 1950s.

[50]

OR

QUESTION 6.2

"By the 1960s apartheid was seen as an aberration (deviation) in the post-World War Two era and racism was condemned." In the light of this statement, critically assess to what extent resistance to apartheid in the 1960s was successful.

[50]

TOTAL: 150