



Province of the  
**EASTERN CAPE**  
EDUCATION

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 11**

**NOVEMBER 2017**

**HISTORY P2**

**MARKS: 150**

**TIME: 3 hours**



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This question paper consists of 9 pages and an addendum of 12 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.
2. **SECTION A: SOURCE-BASED QUESTIONS**
  - QUESTION 1: NATIONALISM IN SOUTH AFRICA – AFRIKANER 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 AFRICA – GHANA
  - QUESTION 6: APARTHEID SOUTH AFRICA – 1940s TO 1960s
3. SECTION A consists of THREE source-based questions. Source material that is required to answer these questions will be found in the accompanying ADDENDUM of sources.
4. SECTION B consists of THREE essay questions.
5. Answer THREE questions as follows:
  - 5.1 At least ONE must be a 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. You are advised to spend at least ONE hour per question.
7. When answering questions, candidates should apply their knowledge, skills and insight.
8. A mere rewriting of the sources as answers will disadvantage candidates.
9. Questions and subsections of questions must be numbered clearly and correctly using the same numbering system used in the question paper.
10. 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: WHAT FACTORS LED TO THE RISE OF AFRIKANER NATIONALISM?**

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

1.1 Refer to Source 1A.

- 1.1.1 Use the information in the source and your own knowledge to explain the concept "*Afrikaner nationalism*". (1 x 2) (2)
- 1.1.2 What, according to the information in the source, was the catalyst for the rise of Afrikaner nationalism? (1 x 1) (1)
- 1.1.3 Use the information in the source and your own knowledge to explain whether the concept Afrikaner includes all white people. (1 x 2) (2)
- 1.1.4 List TWO major organisations that formed part of the Afrikaner Nationalist ideologies. (2 x 1) (2)

1.2 Consult Source 1B.

- 1.2.1 Use your own knowledge to explain the concept "*Great Trek*". (1 x 2) (2)
- 1.2.2 Comment on the aims of the centenary celebrations of the Great Trek. (2 x 2) (4)
- 1.2.3 Explain the significance of the quote, "... from Cape Town to the North" in the context of the centenary celebrations of the Great Trek. (2 x 2) (4)
- 1.2.4 According to the information in the source, list ONE event that formed part of the celebrations that took place along the road. (1 x 1) (1)

1.3 View Source 1C.

- 1.3.1 What key feature signifies that the Great Trek started in Cape Town? (Use the visual clue to support your answer.) (1 x 2) (2)
- 1.3.2 What messages does the photograph convey with regards to the support of the Centenary Trek? (2 x 2) (4)

- 1.4 Refer to Source 1D.
- 1.4.1 Why, do you think, were more Africans absorbed in the urban labour market after World War Two? (1 x 2) (2)
- 1.4.2 Quote TWO pieces of evidence from the source that indicate that the United Party was more liberal than the NP. (2 x 1) (2)
- 1.4.3 Explain the usefulness of the source to historians studying the reasons why the National Party won the 1948 elections. (2 x 2) (4)
- 1.5 Read Source 1E.
- 1.5.1 According to the source, what type of jobs did the Afrikaners perform in the cities? (paragraph 1) (2 x 1) (2)
- 1.5.2 Why, do you think were most Afrikaans speaking whites fighting against poverty in the rural areas? (paragraph 2) (2 x 2) (4)
- 1.5.3 Using the information in the source and your own knowledge, explain how 'volkskapitalisme' (people's capitalism) helped to change the identity of the impoverished Afrikaner. (paragraph 3) (2 x 2) (4)
- 1.5.4 According to the source, how can the position of Afrikaners be improved? (1 x 2) (2)
- 1.6 Using the information in the relevant sources and your own knowledge, write a paragraph of about SIX lines (60 words) explaining the factors that led to the rise of Afrikaner nationalism. (6)

**[50]**

**QUESTION 2: HOW DID THE SUEZ CRISIS OF 1956 CONTRIBUTE TO TENSIONS IN THE MIDDLE EAST?**

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

**2.1 Read Source 2A.**

- 2.1.1 Why, according to the information in the source, did Nasser want to build the Aswan Dam in Egypt? (2 x 1) (2)
- 2.1.2 Why, according to the source, did the USA withdraw its loan to Egypt to build the Aswan Dam? (1 x 1) (1)
- 2.1.3 Use the information in the source and your own knowledge to explain how Nasser reacted after the Americans and British refused to give him the loans. (1 x 2) (2)
- 2.1.4 Why do you think the British and the French were infuriated by Nasser's nationalisation of the Suez Canal? (2 x 2) (4)

**2.2 Study Source 2B.**

- 2.2.1 According to the information in the source, Egypt was fighting a war on two fronts. Identify the two fronts. (paragraph 1) (2 x 1) (2)
- 2.2.2 What was the reaction of Nasser to 'Operation Musketeer'? (paragraph 1) (1 x 1) (1)
- 2.2.3 Why, do you think Nasser disregarded Amer's rosy assessment of defeating Israel in Sinai? (paragraph 2) (1 x 2) (2)
- 2.2.4 According to the information in the source, where were the British bombers based? (paragraph 3) (2 x 1) (2)
- 2.2.5 What is meant by the statement, "We're not only stopped a big war in the Middle East, but we've halted the march of Russia through the Middle East and onto the African continent"? (paragraph 4) (2 x 2) (4)

**2.3 Study Source 2C.**

- 2.3.1 Use your own knowledge to explain the concept "*nationalise*". (1 x 2) (2)
- 2.3.2 Name the TWO countries being punished by the United Nations. (2 x 1) (2)
- 2.3.3 Why, according to the information in the source are they being punished? (1 x 2) (2)

- 2.3.4 Use the source and your own knowledge to explain the shortcomings of the United Nations as depicted in the source. (2 x 2) (4)
- 2.3.5 Explain the usefulness of this cartoon for students researching the role of the United Nations and the superpowers in resolving the Suez Canal crisis. (2 x 2) (4)
- 2.4 Consult Source 2D.
- 2.4.1 Explain, according to the information in the source, why there was greater Israeli casualties than Britain and France put together. (2 x 2) (4)
- 2.4.2 What was the total casualty figure of both British and French killed in the 1957 war? (1 x 1) (1)
- 2.4.3 Why do you think the estimates of Egyptian deaths were from 1 000 to 3 000? (2 x 2) (4)
- 2.4.4 Which group of people had the least amount of deaths? (1 x 1) (1)
- 2.5 Using the information in the relevant sources and your own knowledge, write a paragraph of about SIX lines (about 60 words) explaining how the Suez Canal Crisis of 1956 contributed to tension in the Middle East. (6)
- [50]**

**QUESTION 3: WHAT WAS THE IMPACT OF APARTHEID ON BLACK SOUTH AFRICANS IN THE 1950s?**

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

**3.1 Read Source 3A.**

- 3.1.1 Name the party that implemented the policy of apartheid in 1948. (paragraph 1) (1 x 1) (1)
- 3.1.2 Define the concept '*apartheid*'. (paragraph 1) (1 x 2) (2)
- 3.1.3 Use the information in the source and your own knowledge to explain why the policy of apartheid was implemented. (paragraph 1 and 2) (2 x 2) (4)
- 3.1.4 Use your own knowledge to explain why apartheid went further than segregation. (1 x 2) (2)
- 3.1.5 Explain the meaning of Prime Minister Hans Strijdom's statement, 'Either the white man dominates or the black man takes over', in the context of South African politics in the 1950's. (paragraph 2) (1 x 2) (2)

**3.2 Consult Source 3B.**

- 3.2.1 What, according to the information in the source, was the name of the new town where the residents of Sophiatown were sent? (paragraph 1) (1 x 1) (1)
- 3.2.2 List TWO problems for residents commuting between Meadowlands and Johannesburg. (paragraph 1) (2 x 1) (2)
- 3.2.3 What impact did forced removals have on single males in Sophiatown and their extended families in the reserves? (paragraph 2) (1 x 2) (2)
- 3.2.4 Use the source and your own knowledge to explain the impact of the influx control regulation on residents that were relocated to Meadowlands. (paragraph 3) (2 x 2) (4)
- 3.2.5 What does the presence of the destroyed buildings in this photograph imply? (Visual source) (2 x 2) (4)

**3.3 Read Source 3C.**

- 3.3.1 What is meant by the Prohibition of the Mixed Marriages Act in the context of apartheid? (1 x 2) (2)

- 3.3.2 Why, according to the information in the source, did the apartheid government prevent Raymond du Proft from marrying Diane Bassick? (paragraph 1) (1 x 2) (2)
- 3.3.3 Use the information in the source and your own knowledge to explain why Raymond du Proft kept his children from attending white schools. (paragraph 2) (2 x 2) (4)
- 3.3.4 How, according to the information in the source did Graham find a solution to his marriage problem? (paragraph 3) (1 x 2) (2)
- 3.4 Consult Source 3D.
- 3.4.1 List TWO ways in which Black learners were negatively affected by Bantu education. (2 x 1) (2)
- 3.4.2 Why do you think the apartheid government implemented the Bantu Education Act of 1954? (2 x 2) (4)
- 3.4.3 Compare Sources 3A and 3D. How does the information in Source 3D support the evidence in Source 3A with regards to the impact of apartheid on black people? (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 the impact that apartheid had on the lives of Black South Africans in the 1950s. (6)
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**SECTION B: ESSAY QUESTIONS**

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

**QUESTION 4: AFRICAN NATIONALISM**

“African nationalism in South Africa emerged as a response to discrimination and segregation against Black people in the early 1900’s.”

Do you agree with the above statement? Substantiate your answer with relevant historical evidence from the period 1900 to 1953.

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

“British exploitation of the Gold Coast’s natural resources can be regarded as a catalyst for the change to independence.”

Critically evaluate the statement by referring to the factors leading to the independence of Ghana.

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

“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 referring to the nature of resistance in the 1960s.

**[50]****TOTAL: 150**













