



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

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**

