



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 11

NOVEMBER 2013

**HISTORY P2
ADDENDUM**

This addendum consists of 8 pages.

QUESTION 1: NATIONALISM IN SOUTH AFRICA**KEY QUESTION: WHAT INFLUENCE DID WORLD WAR II HAVE ON AFRICAN NATIONALISM IN SOUTH AFRICA?****SOURCE 1A**

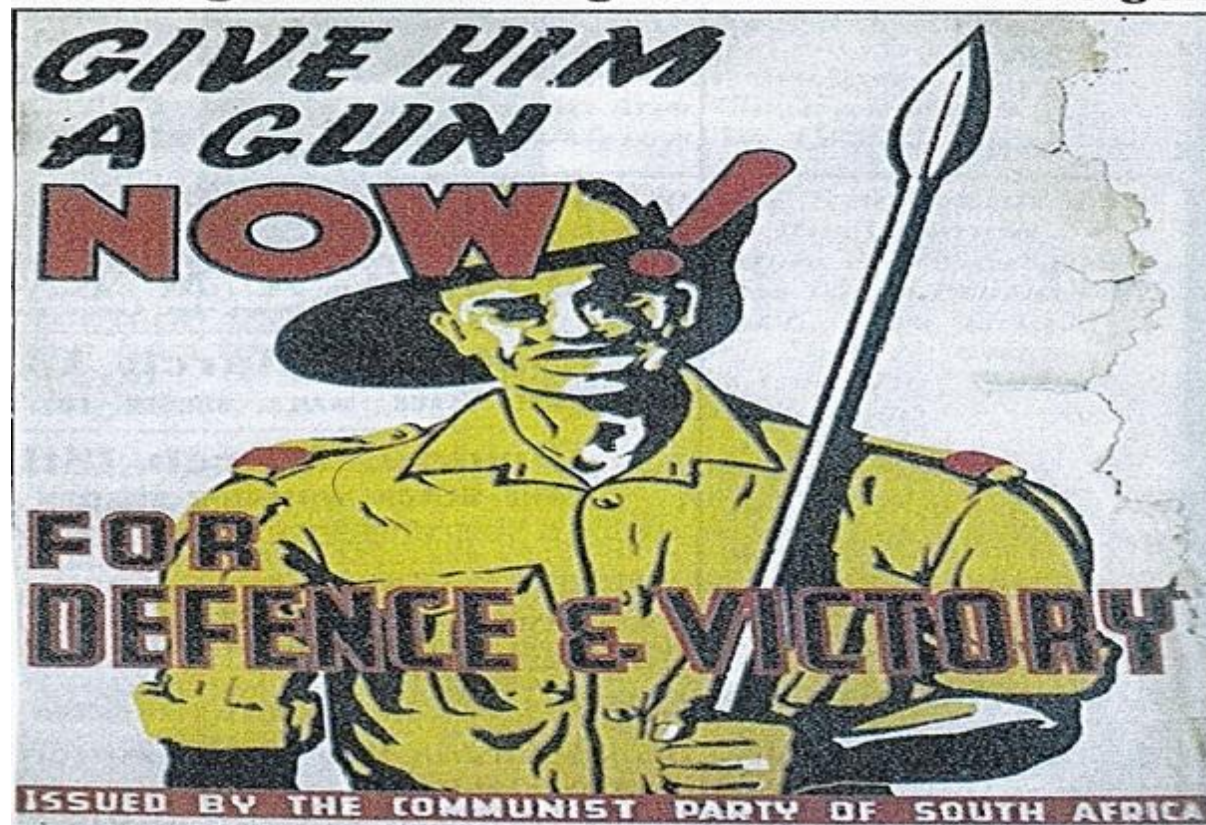
These sources deal with the ANC's decision to participate in World War II and was taken from *New Generation* by F. Frank et al.

WRITTEN SOURCE

Black South Africans were generally supportive of participating in World War II and the African National Congress (ANC) declared that South Africa was justified in going to war on the side of Britain. At the ANC's annual conference in December 1939 it proposed that if Black South Africans should decide to participate in World War II, the government should consider admitting the Africans and Non-European races of this country into full citizenship of the Union. Dr Xuma wrote: "This is your last and God given opportunity of serving your country ... by bringing about freedom and prosperity for the non-European section which have sacrificed their all, their lives, in defence of freedom of South Africa." Black South Africans were aware that Hitler's Nazi Party philosophy was based on segregation and racial discrimination. Black South Africans that participated in the war were however not given guns, but were used as drivers, trench diggers, cooks, camp servants and as stretcher bearers.

VISUAL SOURCE

This is a photograph that was published in the *Guardian* newspaper that urges the white South African government to give African soldiers guns



SOURCE 1B

This source was taken from *History of Today* by F.E. Graves and deals with the impact the Second World War had on the rise of African Nationalism.

The war highlighted for blacks their lack of political rights. In 1943 based on the Atlantic Charter, the ANC adopted a document referred to as African claims in South Africa. In this document they called for the end of racial discrimination and for the franchise to be extended to all adults, irrespective of race. In addition it demanded the fair distribution of land, freedom of trade for Africans, the right to equal and free education for all African children, adequate health facilities for all and the abolition of all discriminatory labour practices.

Black South African soldiers were inspired by the war with ideas of freedom and democracy. This desire for freedom gave rise to a growth in South African Nationalism. However discrimination continued to be practised after the war.

SOURCE 1C

This source deals with the regeneration of the ANC that led to the formation of the ANC Youth League (ANCYL) and was taken from *Turning Points in History: Industrialisation, Rural change and Nationalism* by the Institute for Justice and Reconciliation.

Throughout the 1940s the regeneration of the ANC was continuously pushed by the fever of working class discontent. The ANC leadership was both challenged and impressed by the relative success of working-class activism, especially the trade union movement. While the organisation was still conservative in outlook, working-class militancy was rubbing off on the ANC. The reawakening of the ANC was however not without its obstruction. The main problem was a growing tension between some ANC members who wanted to build a multi-racial opposition movement and a minority faction referred to as Africanist who felt that Africans should organise separately. The tension eventually led to the Africanist under Robert Sobukwe to break away from the ANC in 1958 to form the Pan Africanist Congress (PAC).

SOURCE 1D

This extract deals with how the formation of the ANC Youth League contributed to the rise of African Nationalism and was taken from Nelson Mandela by A. Hagemann.

During the 1940s the ideology of Africanism found its main expression in the ANC Youth League (ANCYL) that was founded in April 1944. The ANCYL was to be the driving force behind the conversion of the ANC from a moderate, conservative organisation to a mass movement for national liberation. The Youth League criticised the ANC and its leadership of being out of touch with the masses, of catering for the elite sectors of African society and of being poorly organised. They were encouraged by developments such as the successful resistance of the Alexandria residents and growing trade union activity. The 1946 mine workers strike had a big influence on many youth league members. It was through these influences that they started formulating new political strategies of mass action through the use of boycotts, strikes, civil disobedience, non-cooperation and stay-aways.

QUESTION 2: NATIONALISM IN THE MIDDLE EAST**KEY QUESTION: WHAT WERE THE CONSEQUENCES OF THE NATIONALIST ASPIRATIONS OF THE PALESTINIANS AND THE ISRAELI'S?****SOURCE 2A**

This extract was taken from *The Middle East since 1945* by S. Ross and deals with origin of conflict between the Arabs and Jewish nationalists.

Following the violent attacks on Jewish communities a group of Jewish exiles naming themselves the "Lovers of Zion" called for "a home in our country" as Jews were scattered all over Europe. The next step in the Zionist movement came when Theodor Herzl brought his followers together at the Zionist Congress in Switzerland to formulate the movement's goals and strategies. Jewish representative were in favour of Palestine, although Herzl had first opted for the area of Argentina as an option to establish a Jewish state. A mission was sent out to Palestine to explore the land. The findings were as follows: "the bride is beautiful but she is married to another man." The low esteem in which many Jews viewed the Arabs is reflected in the Zionist slogan: "a land without people for a people without land." No one disputed the second half of the catch phrase, but to the 535 000 Muslims (Arabs) and 90 000 Christians living in Palestine as non-existent was extra-ordinary dangerous and arrogant. Thousands of Jews immigrated to Palestine.

SOURCE 2B

This source was taken from *The Everything Middle East Book* by J.M. Fellure and deals with the establishment of the state Israel and its immediate consequences.

With key members of the United Nation voicing their support for a Jewish state and Britain abandoning its thirty year mandate of Palestine, Russian born David Ben-Gurion announced the Jewish state of Israel on 14 May 1948. The boundaries of the new country were not defined. Both Israelis and the Arabs knew that it would be decided by the gun, not the pen. The next day, Arab armies (Egypt, Jordan, Lebanon and Iraq) made their own declaration of resistance, and the first Arab-Israeli war began.

To escape the raging war of 1948, 70% of Palestine's Arab population fled their homes and farms. Hoping to return when things cooled down, most moved to the safety of uncontrolled areas in the West Bank and Gaza Strip. As things settled down many families attempted to return to their homes, businesses and farms only to be told that they were not welcome. Those who were able to make their way past Israeli soldiers found Jewish families living in their homes, using their furniture and farming their land. The only evidence of their lost property was a simple skeleton key. The Arab countries also refused the permanent housing of the Palestine refugees, insisting on their right to return to Israel. Israel also rejected the Palestinians' right to return as it would lead to an Arab majority in Israel. Millions of Palestinians had to find refuge in refugee camps staying in tents. By the 1980s the refugee resentment was one of the main engines of Palestinian nationalism.

SOURCE 2C

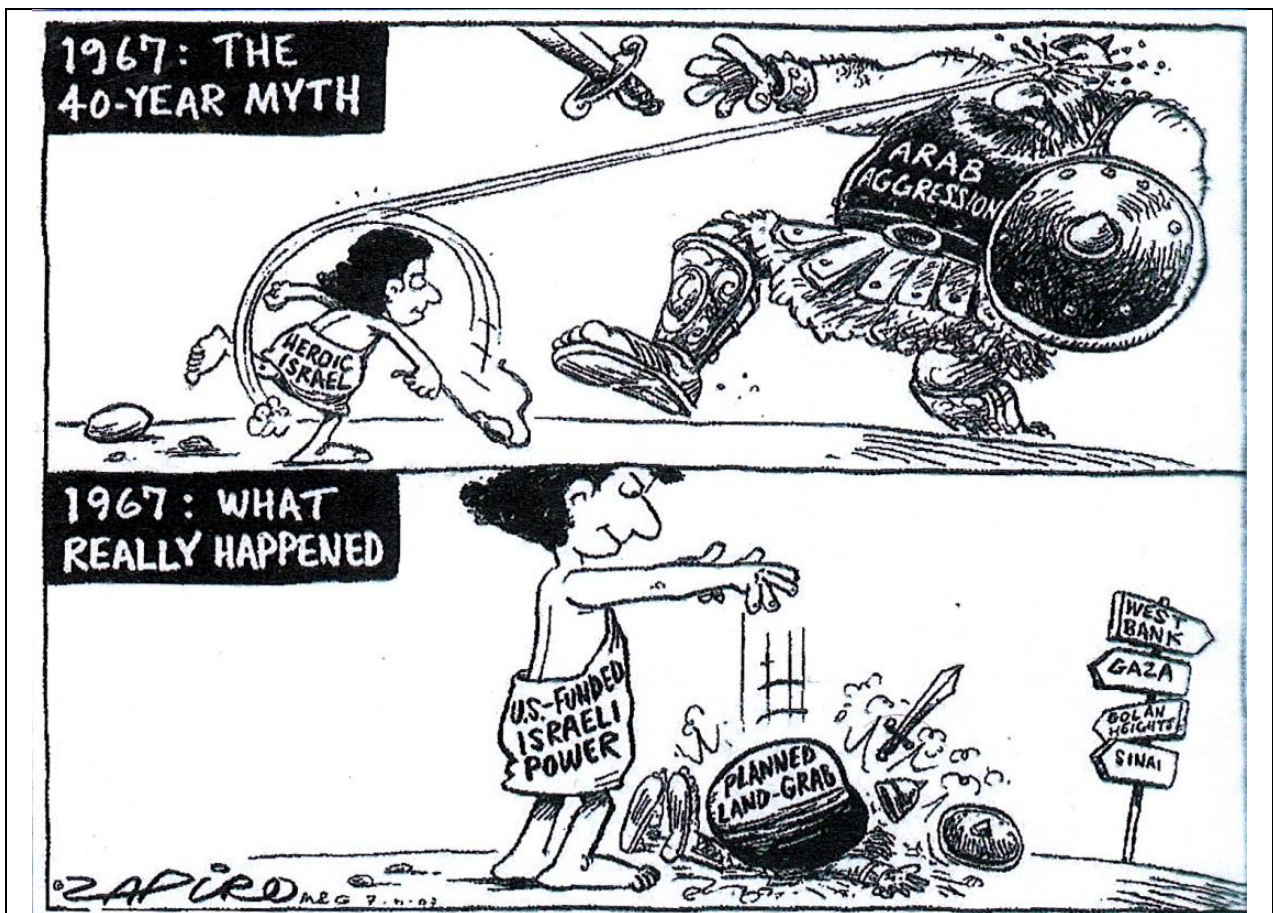
This article is taken from a website that was put out by an Israeli group on the Six Day War of 1969 www.Palestinefacts.com.

WRITTEN SOURCE 2C(I)

Nasser expressed the Arab's goal to be the full restoration of the rights of the Palestinian people. In other words, we aim at the destruction of the state of Israel. The immediate aim: perfection of the Arab's military might. The national aim: the eradication of Israel. Tension along the Syrian and Jordan borders mounted as constant guerrilla attacks took place. The Straits of Tiran were again closed to Israel shipping.

Other Arab leaders from Syria, Jordan and Iraq joined in the preparations for war, increasing pressure on Egypt's President Nasser, as he was perceived as the leader of the Arab world. Israel launched an unannounced airstrike on 5 June against Egypt, Jordan and Syria. This was to avoid being attacked first, from both sides. The Israeli's cynically insisted falsely, that their strikes had been in retaliation of Arab moves. Within six days Israel defeated the Arab armies and more than trebled its size through the occupation of Arab territories.

VISUAL SOURCE 2C(II)



QUESTION 3: APARTHEID SOUTH AFRICA – 1940s TO 1960s**KEY QUESTION: HOW DID THE APARTHEID LAWS VIOLATE THE HUMAN RIGHTS OF PEOPLE IN SOUTH AFRICA?****SOURCE 3A**

This source deals with some of the reasons for the implementation of Apartheid and was taken from *History of Southern Africa* by K. Shillington.

In the words of one of the architects of apartheid, H.F. Verwoerd, Minister of Bantu Administration, and later Prime Minister (1958–66) there was no place for blacks in the European community above the level of labourer. To offer blacks the same education as whites, he argued, would mislead them by showing them the green pastures of European society which they were not allowed to graze. The apartheid laws were not only the racist views of Afrikaner nationalists, but some of them also had specific advantages for capitalist employers who paid blacks low wages and made huge profits. Blacks, who formed the bulk of the working class, were kept in a subordinate position with laws such as the Industrial Reconciliation Act, Mine and Workers Act and the Civilised Labour Policy. The National Party was returned to office with greatly increased majorities in the general elections of the 1950s and 1960s.

SOURCE 3B

This source deals with the apartheid legislation i.e. the Group Areas Act of 1950 and was taken from the *Readers Digest, Illustrated History of South Africa: The Real Story*.

The next pillar of apartheid was the Group Areas Act, which was passed in the same year as the Population Registration Act. While residential segregation of Africans and Indians had a long history, with increasing stronger measures having been passed for Africans from the 1920s and for Indians from the mid-1940s, the principle was now greatly extended. The act's intention was to restrict each group to its own residential and trading sections of cities and towns by this they could control the purchase or occupation of land in a specific areas. Lashing out at "mixed" suburbs as the dead beds of the European race the nationalist justified the measures taken as "the price we have to pay ..." to achieve certainty as to the future environment of our homes and places of business. Naturally they got their own way.

SOURCE 3C

This source deals with the implementation of the Group Areas Act and was taken from *District Six: The Spirit of Kanala* by C. Schoeman.

Ever since the Government's passing of the Group Areas Act in 1950 there had been an uneasy feeling among many people that District Six, so conveniently situated to the centre of Cape Town, might be declared a white area at some or other stage. Sixteen years later it was announced that the greater part of it was to be declared as a white area. According to government the housing in District Six was very poor and was a health hazard to the city. They promised alternative accommodation on the Cape Flats and free transport to move the people and their household goods to their new homes. The people believed that the whole matter of their removal was conducted in a very insensitive manner, by the responsible authorities. According to Dr Richard van der Ross "there was no understanding, no feeling, no sensitivity. Those people had homes, families, friends, jobs, schools, churches – but that meant nothing. You will just have to go, they were told".

The people were now faced with added expenses of bus fares and train fares to their places of employment and higher rentals, while mothers were required to work, which meant families could spend far less time together. A new home and new address meant new people next door. No longer would they be together, no longer would they have the neighbourhood of old and no longer would they have the feeling of unity or sense of community. Larna Lawrence a former District Six resident said: The solidarity, the love for each other was destroyed for ever. The abrupt and totally insensitive manner of some of the officials was hard to believe. It was said that an official will just arrive and say: "Here's your place in Manenberg, here's you key, here's your lorry, move! Bulldozers demolished the premises as they were evacuated by the residents.

Adam Small's poem on District Six (Original version)

The bulldozer....
they came
and knocked flat
everything here
everything, everything
houses, hearts
the lot,
everything,
God!

ACKNOWLEDGEMENTS

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**NATIONAL
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GRADE 11

NOVEMBER 2013

HISTORY P2

MARKS: 150

TIME: 3 hours

This question paper consists of 8 pages and addendum of 8 pages.

INSTRUCTIONS AND INFORMATION TO CANDIDATES

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 (3) source-based questions. Source material that is required to answer questions will be found in the ADDENDUM.
3. SECTION B consists of SIX (6) essay questions.
4. Do NOT answer TWO (2) essay questions from the same theme.
5. Answer THREE (3) questions as follows:
 - 5.1 At least ONE (1) must be a source-based question and at least ONE (1) must be an essay question.
 - 5.2 The third question can be either 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 (1) question from this section.

QUESTION 1: NATIONALISM IN SOUTH AFRICA

KEY QUESTION: WHAT INFLUENCE DID WORLD WAR II HAVE ON AFRICAN NATIONALISM IN SOUTH AFRICA?

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

- 1.1 Refer to Source 1A.
 - 1.1.1 Use your own knowledge to identify what portfolio Dr Xuma had in the ANC in the 1940s. (1 x 1) (1)
 - 1.1.2 Use the source and your own knowledge to explain why the ANC decided to participate in World War II. (2 x 2) (4)
 - 1.1.3 According to the source, what type of work was given to black soldiers during World War II? (4 x 1) (4)
 - 1.1.4 What message is being reflected in this photo? (1 x 3) (3)
- 1.2 Read Source 1B.
 - 1.2.1 In your own words define the following concepts:
 - (a) African Nationalism (1 x 2) (2)
 - (b) Democracy (1 x 2) (2)
 - 1.2.2 Use the source and your knowledge and explain how World War II contributed to the rise of African Nationalism. (2 x 2) (4)
 - 1.2.3 According to the source, what demands were made by the ANC in their document "African claims" in South Africa? (3 x 1) (3)
- 1.3 Read Source 1A and Source 1B. Use the sources and your own knowledge to explain whether the hopes and wishes of the ANC were granted after World War II. Motivate your answer. (2 x 2) (4)

- 1.4 Refer to Source 1C.
- 1.4.1 Use your own knowledge to identify what major event of the trade union movement in 1946 influenced the leadership of the ANC. (1 x 2) (2)
- 1.4.2 Use your own knowledge to explain what it means that the ANC leadership was still conservative in their approach towards the apartheid government. (1 x 2) (2)
- 1.4.3 Use the source and your own knowledge to explain the main reasons for the discontent in the ANC camp. (2 x 2) (4)
- 1.4.4 Who became the first leader of Pan Africanist Congress (PAC) in South Africa? (1 x 1) (1)
- 1.5 Study Source 1D.
- 1.5.1 Extract evidence from the source that shows that the ANC Youth League (ANCYL) adopted a new form of resistance. (4 x 1) (4)
- 1.5.2 How useful is this source to a historian studying the change that the ANC went through? (1 x 2) (2)
- 1.6 Use the sources and your own knowledge to write a paragraph of about EIGHT lines (80 words) on the influence of President Xuma's "African Claims" on the rise of African Nationalism. (8)

[50]

QUESTION 2: NATIONALISM IN THE MIDDLE EAST

KEY QUESTION: WHAT WERE THE CONSEQUENCES OF THE NATIONALIST ASPIRATIONS OF THE PALESTINIANS AND THE ISRAELI'S?

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

2.1 Refer to Source 2A.

2.1.1 Define the following terms using the sources and your own knowledge:

(a) Zionism (1 x 2) (2)

(b) Diaspora (1 x 2) (2)

2.1.2 To which country is “a home in our country” referring to? (1 x 1) (1)

2.1.3 Use the source and your own knowledge to explain what is meant by the following statement relating to Palestine: “The bride is beautiful but she is married to another man”. (1 x 2) (2)

2.1.4 Who inhabited Palestine before the mass immigration of Jews to Palestine took place? (1 x 2) (2)

2.1.5 Use the source and your own knowledge to explain what the Jew slogan “A land without people for a people without land” tell you about the attitude of the Jews. (2 x 2) (4)

2.2 Consult Source 2B.

2.2.1 Using your own knowledge and the source, explain the implications that the declaration of the state of Israel had on the Jewish-Arab relationship in Palestine. (2 x 2) (4)

2.2.2 According to the source, what surprise awaited the returning Palestinian Arabs in Israel? (3 x 1) (3)

2.2.3 Use the source and your own knowledge and explain whether the Arab countries were justified to refuse refugees from Palestine to stay in their countries. Motivate your answer. (2 x 2) (4)

2.3 Study Source 2C(I) and Source 2C(II).

Source 2C(I)

- 2.3.1 Explain why the national aim of the Arab states was, “the eradication of Israel”. (2 x 2) (4)
- 2.3.2 Use your own knowledge to identify which event led to Nasser being perceived as leader of the Arabs nation. (1 x 2) (2)
- 2.3.3 Use the source and your own knowledge to explain Israel’s attitude and reaction to the Arab states. (1 x 2) (2)
- 2.3.4 How useful will this source be to a historian studying who were responsible for the outbreak of the Six Day war? Motivate your answer. (2 x 2) (4)

Source 2C(II)

- 2.3.5 Explain what is happening in the first frame of the cartoon. (1 x 2) (2)
- 2.3.6 To what does the cartoonist attribute the increase in size and strength of the figure representing Israel in the second frame? (1 x 2) (2)
- 2.3.7 Use your own knowledge and explain to what the sign post in the second frame refers to. (1 x 2) (2)
- 2.4 Use all the sources and your own knowledge and write a paragraph of EIGHT lines (80 words) on how Jewish nationalism and Palestinian/Arab nationalism hampered peaceful settlement in the Middle East. (8)

[50]

QUESTION 3: APARTHEID SOUTH AFRICA – 1940s TO 1960s**KEY QUESTION: HOW DID THE APARTHEID LAWS VIOLATE THE HUMAN RIGHTS OF THE PEOPLE OF SOUTH AFRICA?**

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

3.1 Refer to Source 3A.

- 3.1.1 In your own words define the term *apartheid*. (1 x 2) (2)
- 3.1.2 Use your own knowledge and explain some of the laws as mentioned in the source that kept blacks in a subordinate position in the workplace. (3 x 2) (6)
- 3.1.3 How, according to the source, did the capitalist employers gain from the apartheid laws? (1 x 2) (2)
- 3.1.4 Use the source and your own knowledge to explain what Prime Minister H.F. Verwoerd meant when he said, “that if blacks got the same education as whites it would mislead them ...” (3 x 2) (6)

3.2 Refer to Source 3B.

- 3.2.1 Use the source and your own knowledge to explain the meaning of the following Apartheid legislations:
- (a) Group Areas Act (1 x 2) (2)
- (b) Population Registration Act (1 x 2) (2)
- 3.2.2 Use your own knowledge to explain on what theory the prevention of mixing races is based on (creating a pure race). (1 x 2) (2)
- 3.2.3 Use the source on your own knowledge and explain whether the nationalist government were justified to imply that the measures taken were seen “as the price we have to pay”. Motivate your answer. (2 x 2) (4)

3.3 Study Source 3C.

- 3.3.1 Who, according to the source, were the responsible authorities that moved people in an insensitive manner? (1 x 2) (2)
- 3.3.2 Quote TWO sentences from the source that show that the removal was done in a harsh and insensitive manner. (2 x 2) (4)
- 3.3.3 Why, according the source, did the government decide to remove the people from District Six? (2 x 1) (2)
- 3.3.4 Use the source and your own knowledge and explain the similarities between the written source and the poem. (2 x 2) (4)
- 3.3.5 Use the source and your own knowledge and explain in what way this poem can be useful to a historian studying the forced removals. (4)

3.4 Use all the sources and your own knowledge to write a paragraph of EIGHT lines (80 words) on how the lives of people/communities were affected by the Group Areas Act.

(8)
[50]

SECTION B: ESSAY QUESTIONS**QUESTION 4: NATIONALISM IN SOUTH AFRICA – AFRIKANER NATIONALISM****QUESTION 4A**

Explain the reasons for the rise of Afrikaner nationalism from 1930–1948.

Use relevant examples to support your answer.

[50]**OR****QUESTION 4B**

“Afrikaner Nationalism was deliberately constructed during the 20th century to serve the needs of a small elite group of Afrikaners”. Do you agree with the statement? Substantiate your argument by making reference to the rise of Afrikaner nationalism in South Africa from 1924 to 1948.

[50]**QUESTION 5: NATIONALISM IN AFRICA – GHANA****QUESTION 5A**

Discuss the role played by Kwame Nkrumah in Ghana’s struggle for independence.

[50]**OR****QUESTION 5B**

Explain how the Pan African movement began, how it was linked to African nationalism and what influence these ideas had in bringing about independence in Ghana.

[50]**QUESTION 6: APARTHEID: SOUTH AFRICA – 1940s to 1960s****QUESTION 6A**

“Resistance to Apartheid in the 1950s was minimal and ineffectual.”

Discuss the accuracy of this statement in relation to the nature and effectiveness of resistance in the 1950s.

[50]**OR****QUESTION 6B**

“The Apartheid government sowed aggression and violence, and so they would reap aggression and violence”. Do you agree with the statement?

Discuss the change in the nature of resistance to Apartheid in the 1960s and the government’s response to this.

[50]**TOTAL: 150**